DOCUMENT RESUME

ED 074 667 EC 051 514

AUTHOR	Blumenfeld, Jane; And Others
TITLE	A Guide for the Teacher of the Trainable Mentally Handicapped.
INSTITUTION	New Mexico State Dept. of Education, Santa Fe. Div. of Special Education.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	70
NOTE	345p.
EDRS PRICE	MF-$0.65 HC-$13.16
DESCRIPTORS	Academic Ability; *Behavioral Objectives; Communication Skills; *Curriculum Guides; *Exceptional Child Education; *Instructional Materials; Interpersonal Competence; Mentally Handicapped; Perceptual Motor Coordination; Psychomotor Skills; Self Care Skills; *Trainable Mentally Handicapped; Vocational Education

ABSTRACT

The guide for teachers of trainable mentally handicapped children describes behavioral objectives, activities, and instructional materials (primary, intermediate, and prevocational levels) for the following curriculum areas: self help skills, social skills, perceptual motor skills, communication skills, functional academic skills, economic usefulness skills, and vocational preparation. Behavioral objectives concern such activities as brushing teeth, using a knife to cut soft meat, learning to take turns, using telephones, using elevators and escalators, making change, and recognizing neighborhood signs. Listed at the end of each curriculum area are additional materials, including books, pamphlets, games, filmstrips, music, and records. Introductory sections deal with professional and personal qualifications for teachers and aides, responsibilities of the director of special education, program evaluation, recreational planning, and community responsibility for post school planning. Appendixes discuss a procedure for integrating special education classes into regular school programs, a body image unit, daily schedules, and parent communication; and list guidelines for school aides, materials and equipment needed in classrooms for the trainable mentally retarded, instructional materials centers, annotated bibliographies for professional libraries and parents, sources of free and inexpensive materials, and companies with listings relevant to special educators. (GW)

FILMED FROM BEST AVAILABLE COPY

ED 074667

ED 074667

A GUIDE FOR THE TEACHER OF THE TRAINABLE MENTALLY HANDICAPPED

PREPARED BY

Jane Blumenfeld, University of New Mexico and Pearl E. Thompson, Albuquerque Public Schools

in cooperation with

Claire S. Bossuet	Gallup Public Schools
Barbara Gray	Fort Bayard, Special School for Special Children
Shirley Jones	Las Vegas Public Schools
Henrietta Mitchell	Lovington Public Schools

illustrated by Beverly S. Vogel

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Santa Fe, New Mexico
1970

Development and Publication of this Curriculum Guide was made possible through funds from ESEA TITLE VI-A.

Dr. Darrell A. Hindman
Director of Special Education

NEW MEXICO STATE DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION

Dr. Jane Howard
Instructional Services Specialist

TABLE OF CONTENTS

Foreword 5

Introduction 6

Acknowledgements 7

Definition 8

Rationale 9

Professional and Personal
Qualifications for Teachers and Aides 10

Responsibilities of the Director
of Special Education 14

Review and Evaluation of Program 17

Recreational Planning 17

Community Responsibility
for Post School Planning 19
Sheltered Workshops and
Activity Centers 19
Institutions and Boarding Houses 19

Preliminary Statement to
Curriculum Section of Guide 21

Scope and Sequence Chart 26

Self Help Skills 28
Primary 30
Intermediate 44
Pre-Vocational 56
Suggested Materials and Equipment 70

Social Skills 77
Primary 79
Intermediate 86
Pre-Vocational 92
Suggested Materials and Equipment 99

Perceptual Motor Skills 109
Primary 112
Intermediate 120
Pre-Vocational 125
Suggested Materials and Equipment 128

Communication Skills 137
Primary 140
Intermediate 147
Pre-Vocational 153
Suggested Materials and Equipment 137

Functional Academic Skills 192
Primary 194
Intermediate 208
Pre-Vocational 221
Suggested Materials and Equipment 229

Economic Usefulness Skills 235
Primary 237
Intermediate 243
Pre-Vocational 251
Suggested Materials and Equipment 261

Vocational Preparation 276
Models of Training and Work Facilities 278
Programs for Sheltered Workshop
and Activity Center 280
Schedule I 281
Schedule II 281
Jobs in Sheltered Workshop and
Boarding Home for Schedule II 282
Suggested Equipment and Materials for
Job Training for Schedules I & II 283
Check List for Training Center
and Sheltered Workshop 284
Schedule III 291
Suggested Materials and Equipment
for Schedule III 291
Bibliography 292

Appendix 293
Procedure for Integrating Special Education
Classes into the Regular School Program 294

Body Image Unit 295

Daily Schedules 307
Primary 307
Intermediate 309
Pre-Vocational 311

Parent Communication 313

Guidelines for School Aides 314

Materials and Equipment
Needed in TMH Classroom 315

Special Education
Instructional Materials Centers 320

Annotated Bibliography for
Professional Library 321

Annotated Bibliography for
Parents 325

Sources of Free and Inexpensive
Materials 328

Other Companies with Special
Education Listings 339

Index 340

FOREWORD

In keeping with the democratic philosophy of our country, all children should be given the opportunity to learn and to develop to their maximum potential, whether they are average, bright, limited, or deviant in their capacities to learn. Among these young people are those who deviate from what is considered "mentally normal" in our society to such an extent that modifications of regular school programs have been necessary in order to provide specially-adapted educational programs for them.

Historically speaking, children whose I.Q.'s fall between approximately 50-75 have been more likely to be accepted into public school classes since the beginning of the twentieth century. During the last twenty years, however, more provision has been made for equal opportunities for those whose mental deviations are more serious– the individual known as the trainable mentally handicapped (TMH) child. Before 1950, these individuals were most often cared for and educated in residential facilities.

Although many practices and processes have been utilized in educating the trainable child, the educational programs in classes for the trainable are often in such early stages that there is little general agreement as to what should be taught or how it should be taught. Since the trainable child has the same basic needs as all children -- love, a sense of belonging, a sense of worth, an opportunity to express himself and to realize his capacities -- this child, probably more than most, needs the help of the teacher to find ways of meeting these needs.

This Curriculum Guide has been based on the experiences of professional personnel in the State of New Mexico who have been directly concerned with teaching these children and devoted explicitly to the recognition of the needs of the trainable child. It is the sincere hope of the Division of Special Education that this Guide will serve as an excellent resource for teachers whose primary responsibility is to provide experiences which will help the trainable child in his emotional, social, physical, and mental development so that he can better adjust to society and the pattern of life around him.

Darrell A. Hindman, Director
Special Education Division

INTRODUCTION

In preparing this Guide for publication, a questionnaire was sent to each Special Education teacher in New Mexico from the State Department of Education, Division of Special Education. This questionnaire requested information about the areas of exceptionality in which the teacher was employed and/or showed special interest.

From this list, all teachers who indicated an interest and willingness to help in the development of a Curriculum Guide for TMH children, were sent a second questionnaire asking for general objectives, methods, techniques, or activities. A third questionnaire was mailed to all teachers of TMH children in the state so that each might have an opportunity to contribute to the Guide. This last questionnaire requested activities for the development of skills on primary, intermediate, prevocational and vocational preparatory levels. The material received was reviewed by the committee and added to the Guide where applicable.

Requests for copies of local TMH guides were sent to State Departments of Education in all fifty states and to some cities. Many of these were received and reviewed by the authors.

A preliminary draft of the Guide was presented to the Steering Committee in May, 1969. During the summer of 1969, a two day workshop was held in Fort Bayard for members of the Steering Committee and other interested Special Educators. Several other meetings of the Steering Committee were held in the ensuing months.

It is the authors' hope that TMH teachers will use this Guide in a loose-leaf notebook so that they can add their own units and ideas to make the Guide more applicable to their local needs.

Jane Blumenfeld
Pearl E. Thompson

March, 1970

ACKNOWLEDGEMENTS

The authors wish to thank Dr. Darrell A. Hindman and Dr. Jane Howard for their leadership in initiating the development of curriculum guides for Special Education classes in New Mexico. Through their efforts, the Curriculum Guide Steering Committee was appointed and funding for the development of this Guide was approved. Long-range plans call for guides in other areas of Special Education to be written.

This Guide could not have been completed without the cooperation of the other members of the Steering Committee:

Claire S. Bossuet	Gallup, New Mexico
Barbara Gray	Fort Bayard, New Mexico
Shirley Jones	Las Vegas, New Mexico
Henrietta Mitchell	Lovington, New Mexico

They have given freely of their time and have offered many suggestions which have been incorporated into the Guide. The contribution of Beverly Vogel as artist and educator added significantly to the development of the Guide. Special thanks are due to Dr. Louis A. Bransford, Associate Professor, Department of Guidance and Special Education, University of New Mexico, who served as consultant.

Acknowledgement and thanks are due to the many teachers who responded to the questionnaires and to others who offered suggestions and materials which have been included in the guide. A number of suggestions, such as some from Las Cruces and Santa Fe, were anonymous. Those who can be credited are listed below:

Patricia Bass	Clovis, New Mexico
Grace Behnke	Roswell, New Mexico
Annie R. Camp	Roswell, New Mexico
Marilyn Chernoff	Albuquerque, New Mexico
Gertrude Christiansen	Albuquerque, New Mexico
Lyle Davis	Santa Fe, New Mexico
Gayle Everett	Albuquerque, New Mexico
Janet Harriman	Albuquerque, New Mexico
Gail Heath	Albuquerque, New Mexico
Linda Hutchens	Clovis, New Mexico
Eileen Kemper	Albuquerque, New Mexico
Hazel L. Mayer	Clovis, New Mexico
Patricia Mershon	Albuquerque, New Mexico
Lovella Millsap	Clovis, New Mexico
Creta Olson	Roswell, New Mexico
Mary Reals	Clovis, New Mexico
W. J. Scott	Clovis, New Mexico
Betty Williams	Las Cruces, New Mexico

The authors would like to acknowledge the assistance of Miss Kathy Bolles, who served as typist and proofreader and indexed the Guide, and the services of Mrs. Betty Bangs and Mrs. Ferby Vigil, who provided technical assistance in the final preparation for printing.

Jane Blumenfeld
Pearl E. Thompson

March, 1970

Definition

"Mental Retardation refers to subaverage general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior in the areas of maturation, learning, and social adjustment." [1]

Terms in current usage		I.Q. Range	M.A. Range
Mild	Borderline	76–83	12–14
Mild	Educable	50–75	8–12
Moderate	Trainable	25–49	3–8
Severe	Severe, Profound, Custodial	0–24	0–2
Generic usage		0–83	0–14

The Trainable Mentally Handicapped (TMH) are defined as persons "whose disabilities are such that they are incapable of meaningful achievement in traditional academic subjects but who, nevertheless, are capable of profiting from programs of training in self-care, social and simple job or vocational skills." [2]

Careful differential diagnosis may reveal that:

the individual has suffered damage to the central nervous system resulting in physical, sensory motor, and neurological handicaps.

the individual is developing at one-fourth to one-hali the normal rate with an I.Q. ranging between 25-50.

In observing individual characteristics in the classroom, a teacher of TMH may notice the following:

TMH need constant supervision.

TMH show poor judgment in solving everyday problems.

TMH show lack of initiative, little independent behavior.

TMH have limited speech and language.

TMH appear unable to profit from academic learning.

The teacher may also notice that with special training:

TMH appear capable of learning self-help skills.

TMH appear to develop social skills through work in a group.

TMH appear able to develop good work habits and simple vocational skills.

TMH appear able to learn some functional academic skills.

---

[1] R. F. Heber, "A Manual on Terminology and Classification in Mental Retardation," Monograph, American Journal of Mental Deficiency, (Washington, D. C. 1961) p. 3. Reprinted by permission from the American Journal of Mental Deficiency, Copyright 1969, American Association on Mental Deficiency.

[2] Ibd., p. 96.

Rationale

The American educator is devoted to the principle that every child has a right to an educational program that will meet his individual needs and abilities and will challenge him to develop to his full potential. Because of the limited abilities of the TMH, they are sometimes omitted from the general school program. Educators, administrators, and other professionals may question the worth of developing programs for the TMH because they feel that the amount of effort expended does not yield sufficient returns. It is often up to Special Educators to remind others that the principles of American Education apply to all children.

Special Educators should do everything possible to make other professionals and the lay public aware that:

- educational programs for the TMH enable them to become partially independent and self-supporting.
- the cost for the care of the TMH who remain at home or in a community center is substantially less than for those placed in custodial institutions.[1, 2]

Since the TMH usually cannot benefit from regular classroom experience, or even from EMH classroom experience, a special curriculum must be designed to meet their needs. This Guide is an attempt to aid school personnel in developing a program for the TMH, with maximum independence and economic usefulness as goals. The Guide outlines the desired skills and describes activities which will provide the TMH with opportunities to:

- learn to care for personal needs.
- develop social skills.
- learn to control behavior in social situations.
- develop motor skills.
- develop independence through communication.
- develop some functional academic skills.
- participate in recreational and leisure time activities.
- develop useful vocational skills.

Recently, permissive legislation has been enacted which enables school districts to develop TMH programs. Several districts have already developed programs; others are seeking help from the State Department of Education, Division of Special Education, in setting up their programs. For these reasons, the need for a TMH Curriculum Guide has become apparent. It is hoped that this volume will bring to school personnel an understanding of the TMH and provide specific information for setting up a school program for the Trainable Mentally Handicapped.

Any Special Education program which a school system establishes must have as its foundation thorough differential diagnosis. This should be set up by educators in cooperation with psychologists, speech therapists, counselors, and other appropriate personnel. In the Southwest, children from non-English-speaking homes may be referred for diagnosis. Professional staff must be on the alert so that suitable evaluation and placement of these children is made. Diagnosis should be open-ended and continuous so that appropriate transfers may be effected.

---

[1] Harold M. Skeels, "Effects of Adoption on Children from Institutions." Disadvantaged Child, Joe L. Frost & Glenn Hawks, eds. (New York: Houghton-Mifflin Co., 1966), p. 118.

[2] L. F. Cain and S. Levine, "Effects of Community and Institutional School Programs on TMR Children," CEC Research Monograph (1963 Series), BNOB-1.

Professional and Personal Qualifications for Teachers and Aides

Teachers

The State of New Mexico has developed guidelines for the training and certification of Special Education teachers and aides.

To these guidelines, the authors would like to add the following:

A teacher of TMH children:

- must realize that her pupils are more like than different from normal children.
- must search for ways to minimize the differences in social groups.
- must have a knowledge of child growth and development.
- must be skilled in the use of many methods by which she can teach to the learning patterns of each child.
- must keep an open mind about diagnosis so that it does not limit the avenues of learning which she opens to the pupil.
- must keep learnings at success levels of pupils.
- must be able to measure pupil progress through the use of rating scales and other techniques.
- must continue her professional training.
- must keep abreast of current developments in the field.
- must be able to talk with other professionals, such as social workers, psychologists, speech therapists, physical and occupational therapists, and counselors.
- must be able to work with parents.
- must be emotionally stable, patient, and willing to measure success by small gains.

Aides

"The School Aide is a school employee who is qualified by education, experience, and character to relieve one or more teachers of time-consuming, noninstructional tasks so that teachers may devote more time to instruction." (Guidelines for School Aides, State Board of Education. See Appendix)

The qualifications listed in the Guidelines are as follows:

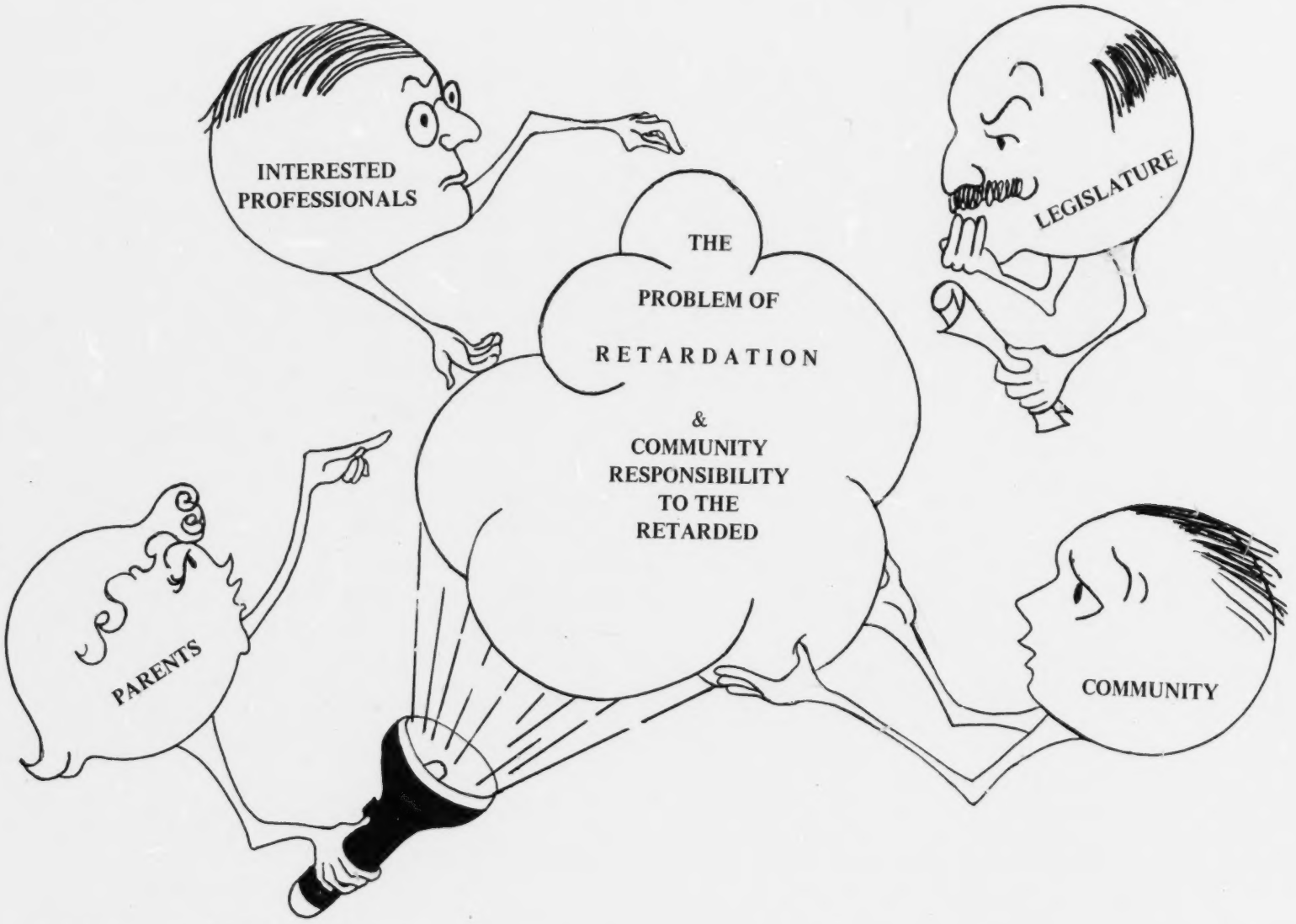
- high school diploma or equivalency
- health certificate
- knowledge of duties to which assigned
- good command of the English language
- attendance at School Aide Workshop
- demonstration of highest ethical and moral standards
- School Aide Permit issued by Division of Certification, State Department of Education

Aides should be:

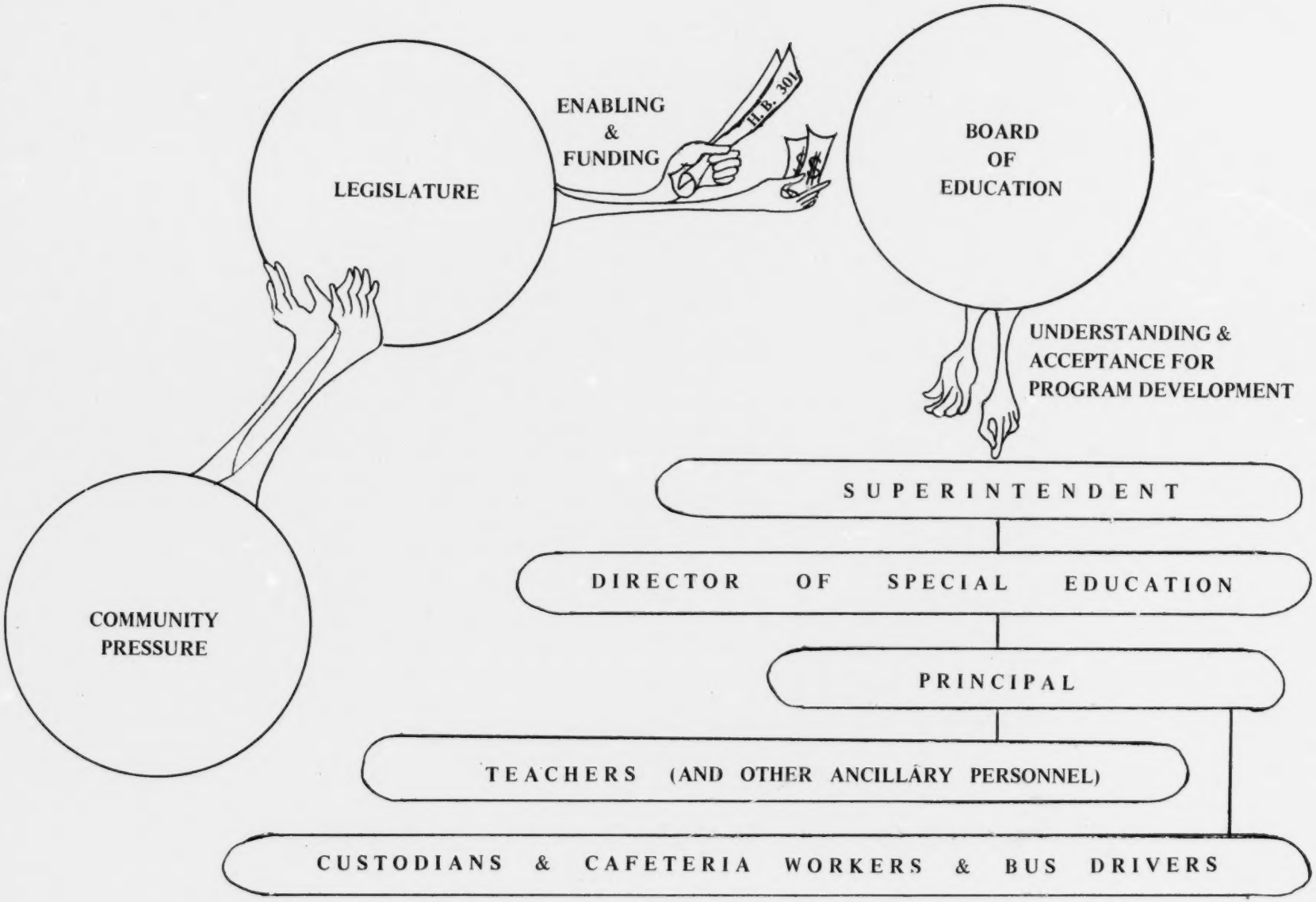
- able to work with children.
- of an accepting and pleasant disposition.
- emotionally stable.
- able to retain a belief in the need for training of TMH children.
- willing to work with, and interested in learning from, the teacher or any other professional working with the children.

Aide should be able to shine and adjust teacher's halo as well as her own.

THE COMMUNITY MUST UNDERSTAND MENTAL RETARDATION



. . . AND ACCEPT ITS RESPONSIBILITIES TO THE RETARDED


LEGISLATURE
ENABLING
&
FUNDING
H.B. 301
BOARD
OF
EDUCATION
UNDERSTANDING &
ACCEPTANCE FOR
PROGRAM DEVELOPMENT
COMMUNITY
PRESSURE
SUPERINTENDENT
DIRECTOR OF SPECIAL EDUCATION
PRINCIPAL
TEACHERS (AND OTHER ANCILLARY PERSONNEL)
CUSTODIANS & CAFETERIA WORKERS & BUS DRIVERS

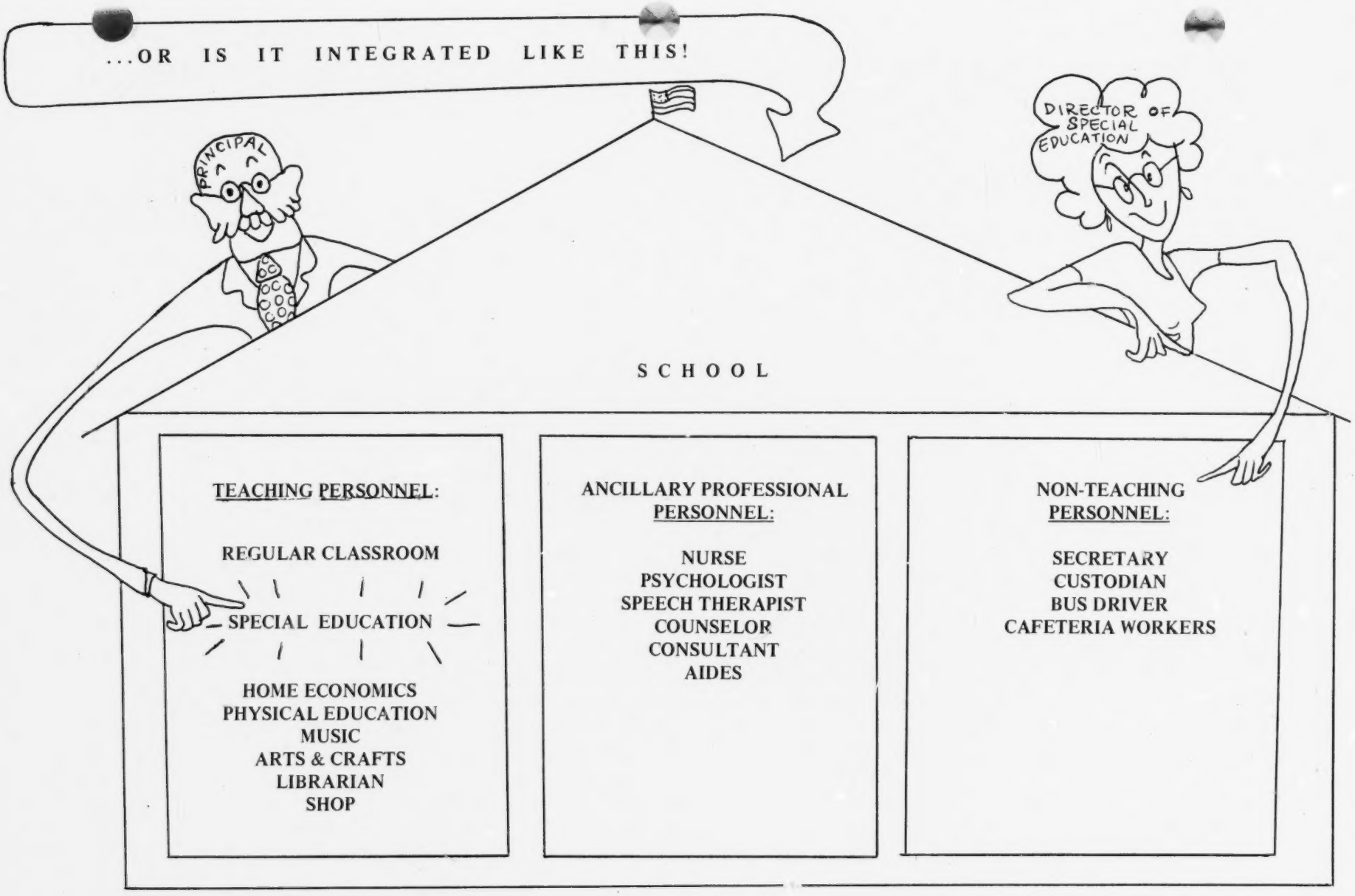
Responsibilities of the Director of Special Education

"A director of special education is one who directs, guides, and integrates a well-organized and highly-complex program of special education."[1] In line with this definition, a director of Special Education would have the responsibility to:

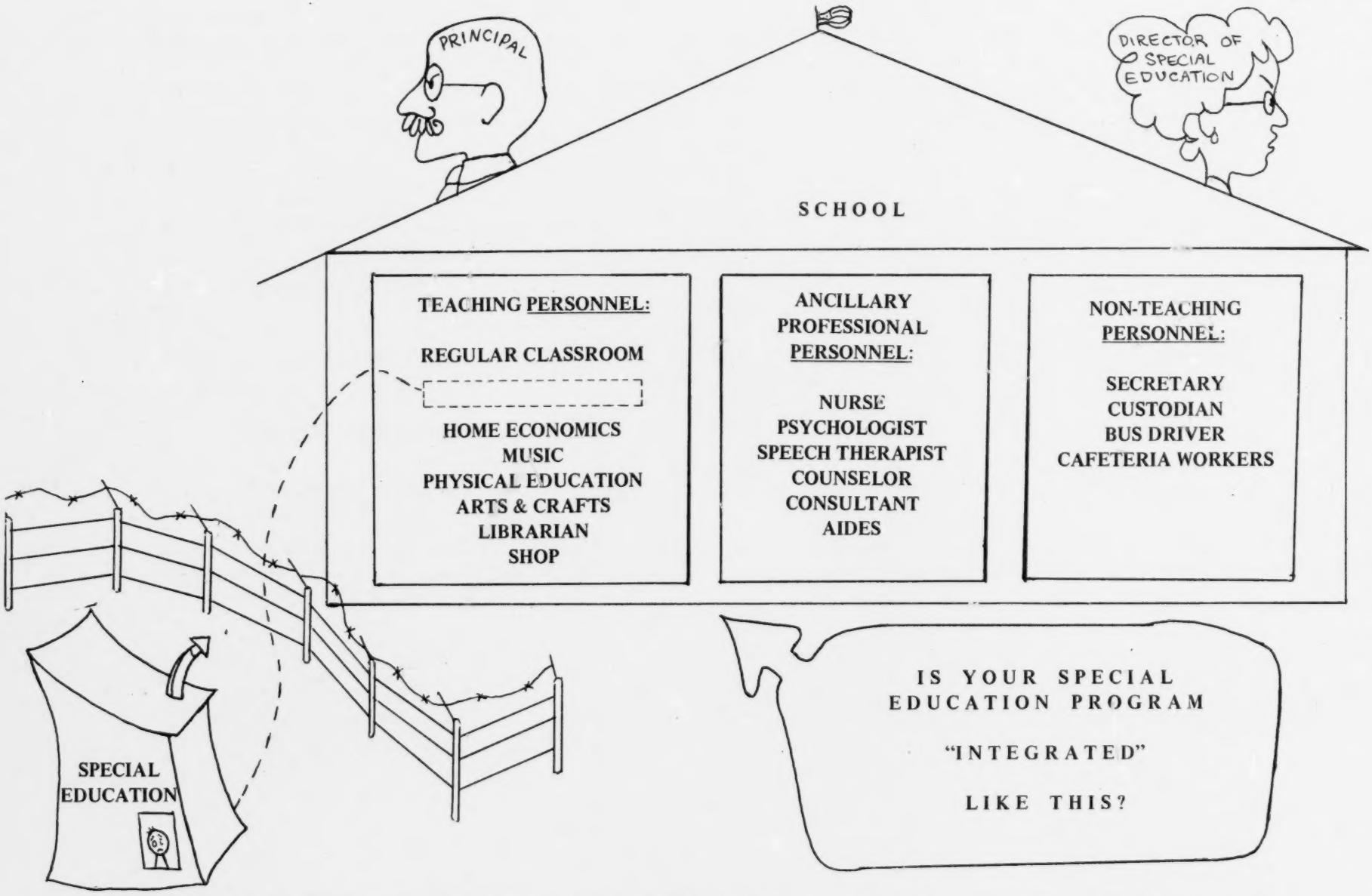
- establish a complete program of differential diagnosis for placement of exceptional children. This would be set up with the help of all appropriate professional staff.
- guide and assist supervisors in carrying out a constructive program of growth and adjustment for all exceptional children and youth.
- organize an integrated program of Special Education and see that it is put into action.
- be a community leader who is willing and able to interpret the problems and needs of exceptional children to various groups and enlist their support in community education and acceptance.
- be aware of and be cooperative with the community agencies, organizations, and institutions which may help with the development of programs for exceptional children.
- have an understanding of the objectives of general education so he can cooperate in school planning for effective Special Education programs on all three levels.
- cooperate with school principals in developing a better understanding of exceptional children and their needs through in-service training or workshops.
- encourage local school systems to include programs of Special Education orientation in all schools in order to develop understanding and acceptance of exceptional children.
- keep the Special Education staff aware of the current trends in areas of Special Education through in-service programs, professional books, and current journals.
- be aware of all sources of monies available for establishing special classes and to be ready and willing to set up these classes as soon as such money becomes available.
- be willing to cooperate with all parent groups concerned with exceptional children.

1 Romaine P. Mackie and Anna M. Engel, Washington, D. C.: U.S. Department of Health, Education & Welfare, 1960, Directors & Supervisors of Special Education in Local School Systems, p. 19.

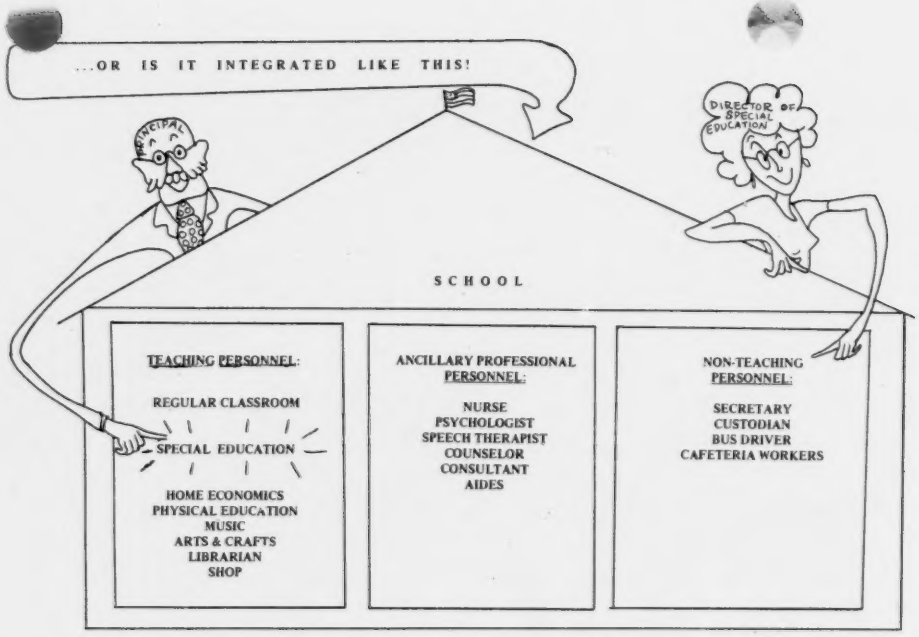
...OR IS IT INTEGRATED LIKE THIS!

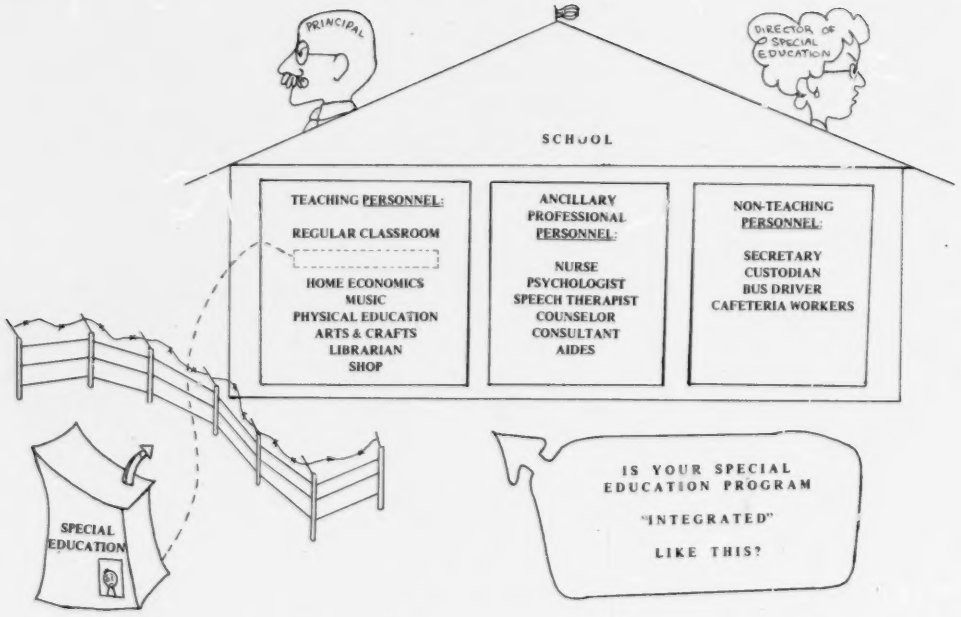


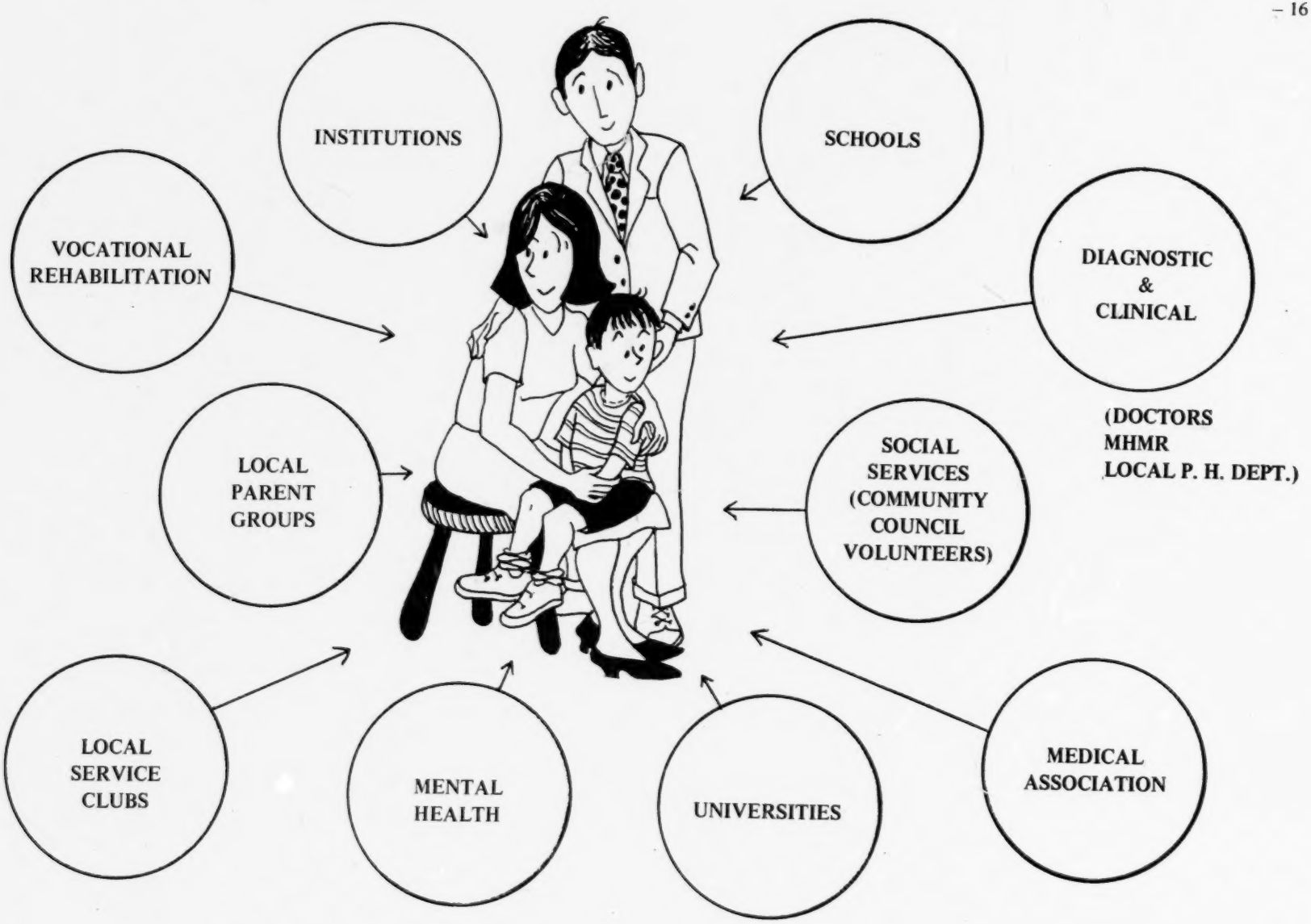
THE DIRECTOR OF SPECIAL EDUCATION MUST WORK CLOSELY WITH THE SCHOOL PRINCIPAL TO MAKE SPECIAL EDUCATION AN INTEGRAL PART OF THE SCHOOL PROGRAM.



INTEGRATING SPECIAL EDUCATION INTO THE REGULAR CLASSROOM


...OR IS IT INTEGRATED LIKE THIS!
PRINCIPAL
DIRECTOR OF SPECIAL EDUCATION
SCHOOL
TEACHING PERSONNEL:
REGULAR CLASSROOM
SPECIAL EDUCATION
HOME ECONOMICS
PHYSICAL EDUCATION
MUSIC
ARTS & CRAFTS
LIBRARIAN
SHOP
ANCILLARY PROFESSIONAL PERSONNEL:
NURSE
PSYCHOLOGIST
SPEECH THERAPIST
COUNSELOR
CONSULTANT
AIDES
NON-TEACHING PERSONNEL:
SECRETARY
CUSTODIAN
BUS DRIVER
CAFETERIA WORKERS


PRINCIPAL
DIRECTOR OF SPECIAL EDUCATION
SCHOOL
TEACHING PERSONNEL:
REGULAR CLASSROOM
HOME ECONOMICS
MUSIC
PHYSICAL EDUCATION
ARTS & CRAFTS
LIBRARIAN
SHOP
ANCILLARY PROFESSIONAL PERSONNEL:
NURSE
PSYCHOLOGIST
SPEECH THERAPIST
COUNSELOR
CONSULTANT
AIDES
NON-TEACHING PERSONNEL:
SECRETARY
CUSTODIAN
BUS DRIVER
CAFETERIA WORKERS
SPECIAL EDUCATION
IS YOUR SPECIAL EDUCATION PROGRAM
"INTEGRATED"
LIKE THIS?



COMMUNITY AGENCIES INVOLVED

Review and Evaluation of Program

For an adequate appraisal of the program for the trainable mentally handicapped, the following suggestions are made:

- set up a program rating scale or behavioral checklist to see that curriculum and general program are being carried out as legislated.
- hire a Special Education consultant who is familiar with trainable programs to help in evaluation as requested. He may be from out of state.
- solicit parent evaluations of the program. Are children receiving the help they need? Are parents receiving the help they need?
- set up a TMH committee made up of school personnel and other community specialists interested in developing a comprehensive program.
- keep an account of the number of graduates who are participating in a planned community program. How many are at home? How many have not been able to attend any program?

Recreational Planning

Recreational planning for exceptional children, as for all children, should involve the total community. Among the groups that might be expected to cooperate in developing recreational programs for the trainable mentally handicapped are:

parent groups – state and local volunteer organizations such as:
Boy Scouts
Girl Scouts
Campfire Girls
YMCA
YMCA

community service organizations such as:
Junior League
Assistance League
Civitan
Elks

churches, state and local welfare agencies (HEW)

More than most children, TMH children need practice in order to develop skill at games and related activities. Along with the regular school, home, and vocational programs, opportunities should be provided for the children and adults to participate in recreational programs.

GROUPS THAT MIGHT COOPERATE IN DEVELOPING LEISURE TIME PROGRAMS FOR THE TRAINABLE MENTALLY RETARDED ARE:

RELIGIOUS ORGANIZATIONS

STATE & LOCAL WELFARE AGENCIES

STATE & LOCAL VOLUNTEER ORGANIZATIONS SUCH AS:
BOY SCOUTS
GIRL SCOUTS
CAMPFIRE GIRLS
YMCA
YWCA

PARENT GROUPS

COMMUNITY SERVICE ORGANIZATIONS SUCH AS:
JUNIOR LEAGUE
ASSISTANCE LEAGUE
CIVITAN
ELKS

While a controversy still exists over the responsibility for such programs, community planning agencies are beginning to coordinate efforts to offer the most effective and comprehensive recreation program. A good recreation program for the TMH should provide opportunities for:

- creative and constructive use of leisure time.
- development of motor skills.
- continued social development.
- development of vocational preparatory skills.

Community Responsibility for Post-School Planning

A. Sheltered Workshops and Activity Centers:

A sheltered workshop is a nonprofit organization set up to provide remunerative employment for severely-handicapped individuals who are unable to participate in competitive employment. To be successful, it must be part of a community effort to provide gainful employment in a sheltered environment. Ideally, it would be combined with an activity center for the use of workers during leisure or "slack" time; and for use of those severely-handicapped persons living at home who are unable to participate in gainful employment, but who need an opportunity to participate in recreational activities.

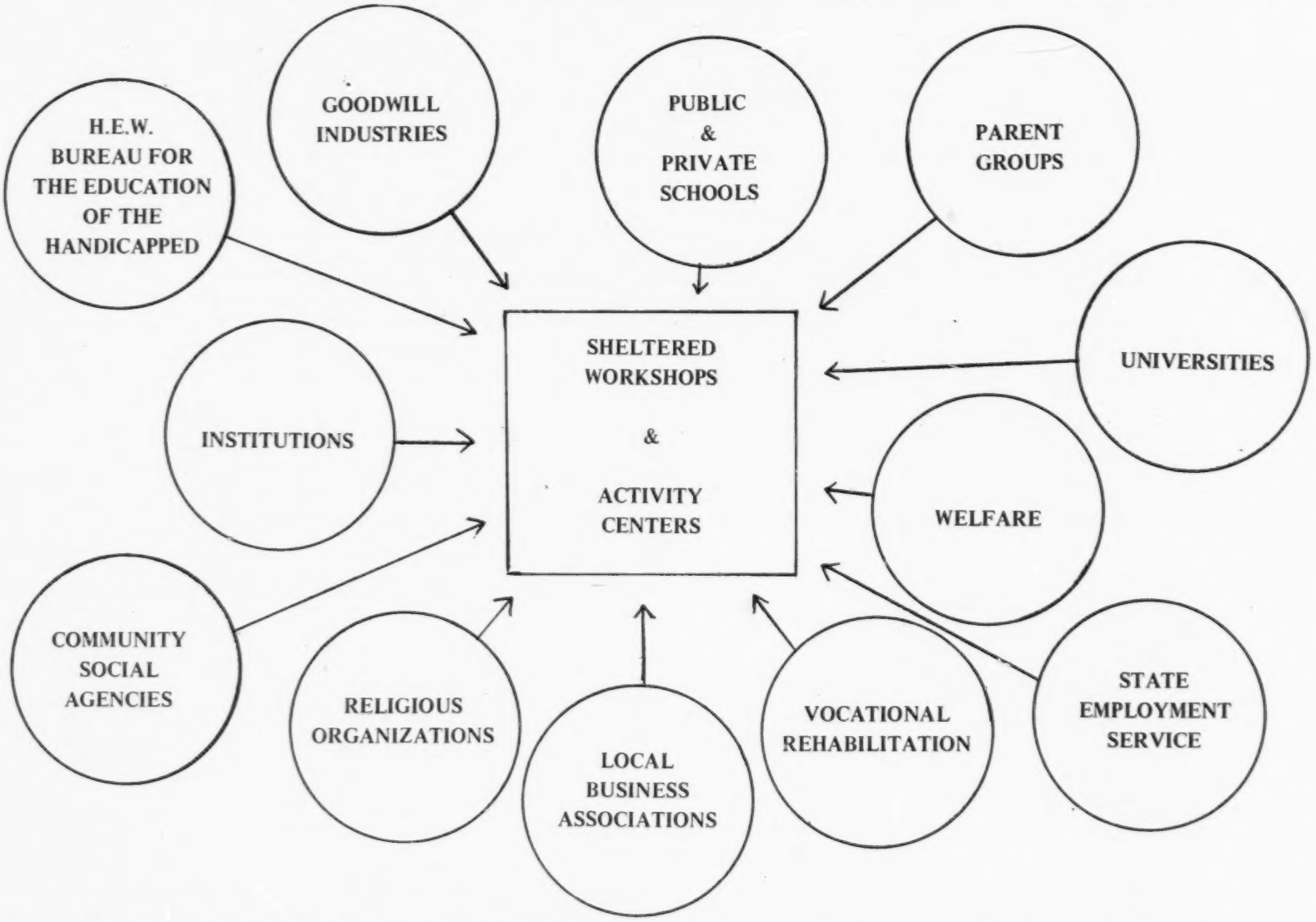
The cooperation of many community agencies is needed in the successful development of a sheltered workshop and activity center for handicapped persons.

It has been shown that with ingenuity, perseverance, and strong motivation, communities of 20,000 population and up can successfully develop a sheltered workshop and activity center for handicapped persons (TMH and others). Such a center would be for adults too handicapped to work in competitive employment but able to do contract work under supervision, and able to benefit from an activity program. These adults would continue to live at home or in boarding homes operated jointly by the community and the state training school.

B. Institutions and Boarding Homes

Many retarded children must be placed in institutions because the family situation is such that the children are unable to remain at home. In such cases, early home and/or school training helps the child make the adjustment to the situation. The institution should continue the training program for the TMH. If skills are developed, placement in a boarding home operated in conjunction with the sheltered workshop and activity center may result. The TMH adult would probably live out his life in the boarding home under supervised conditions. He would participate in the workshop and activity center to the extent of his ability. Some TMH will, of course, remain institutionalized.

ALL THESE AGENCIES WORK TO FORM . . .
SHELTERED WORKSHOPS & ACTIVITY CENTERS.



COMMUNITY RESPONSIBILITY FOR POST SCHOOL PLANNING

PRELIMINARY STATEMENT TO CURRICULUM SECTION OF GUIDE

The teacher of the Trainable Mentally Handicapped should be familiar with all methods, new and old, which have been shown to be useful in developing learnings. These methods include:

Diagnostic and Clinical Teaching [1,2]

Life Experience – Persistent Problems Approach [3]

Contingency Management [4]

Developmental Approach [5,6]

Perceptual Motor Training including Auditory and Visual Skills [7,8]

Responsive Environment [9]

Programmed Learning – Auto Education [10]

Limitations on Stimulation, Space, etc., in Environment [11]

Problem Solving [12,13]

All teachers should be familiar with behavioral theory, neurological theory, and attention theory, and should keep abreast of new developments in the field of teaching exceptional children. [14]

1. Myklebust, Helmer Learning Disabilities: Educational Principles and Practices (New York: Grune & Stratton, 1967)
2. Smith, Robert M. Clinical Teaching: Methods of Instruction for the Mentally Retarded (New York: McGraw-Hill, 1968)
3. Bransford, Louis & Dettre, Judith The Persistent Problems Approach University of New Mexico: mimeographed
4. Homme, Lloyd How to Use Contingency Management in the Classroom (Champaign, Illinois: Research Press, 1969)
5. Ilg, Frances L., Ames, Louise Bates School Readiness: Behavior Tests Used at the Gesell Institute (New York: Harper & Row, 1964)
6. Doll, Edgar Measurement of Social Competence (Minneapolis: Educational Publishers, 1953)
7. Cratty, Bryant J. Development Sequences of Perceptual Motor Tasks (New York: Educational Activities, Inc., 1967)
8. Kephart, Newell C. The Slow Learner in the Classroom (Columbus, Ohio: Charles E. Merrill Books, Inc., 1960)
9. Moore, O. K. "Autotelic Responsive Environments and Exceptional Children" The Special Child in Century 21, Special Child Publications: (Seattle, 1964)
10. Montessori, Maria The Montessori Method (New York: Schocken Books, Inc., 1964)
11. Strauss, Alfred A. & Lehtinen, Laura E. Psychopathology and Education of Brain Injured Children (New York: Grune & Stratton, 1947)
12. Mosston, Muska Teaching Physical Education From Command to Discovery (Columbus, Ohio: Charles E. Merrill Books, Inc., 1966)
13. Brunner, Jerome S. The Process of Education (New York: Vintage Books, 1963)
14. "Educational Resource Information Center" published by U.S. Department of Health, Education and Welfare (Washington: U. S. Government Printing Office)

The Persistent Problems Approach to the education of TMH children is one which helps the child meet and solve the kinds of problem situations he will encounter throughout his lifetime. The TMH child needs more opportunity to practice and to overlearn than does his more quick-witted peer. The nursery story of Lazy Jack[1] depicts the problem of the child who would profit from a program based on the Persistent Problems Approach. Lazy Jack shown in the accompanying cartoon needed more practice in problem-solving. Educators sometimes place the TMH child in this position, expecting him to learn from one experience, when in truth he needs a variety of experiences with similar problems before he can arrive at a solution himself. Of course, there are many problems which the TMH child will not be able to solve without help. Research has shown, however, that the TMH child can develop problem-solving learning sets with repeated practice.[2]

[1] "Lazy Jack" in Story and Verse for Children selected and edited by Miriam Blounton Huber, (New York: The Macmillan Co., 1955), pp. 247–248.

[2] Smith, Robert Clinical Teaching: Methods of Instruction for the Retarded ,(New York: McGraw-Hill, 1968), p. 45.

Learning how to learn is a goal the teacher must set for these children. From primary through vocational levels, the teacher must consciously set up problem situations in all skill areas so that problem-solving skills may be developed. It is harder for the TMH to unlearn bad habits than for the normal child; so, it is important that learnings be established early and continued throughout the school program. Muska Mosston has said that true education can occur only when the child is presented with alternatives and must deal with them.[1] Other educators have expressed similar views. The authors agree and believe that this is as true for TMH as for normal children.

To use this problem-solving approach, the teacher must know on what skills each child in her class needs to practice and on what level he or she is working. There are several ways for the teacher to discover what experiences each child has had, what gaps need to be filled, and where to begin the school program. Essentially, the teacher must employ the techniques of Diagnostic or Clinical Teaching to complement the Persistent Problems Approach. Home visits during which the Cain-Levine or Vineland Scales are filled out with the parent as informant are helpful. Teacher-developed diagnostic tests, one of the several perceptual-motor development tests (see Cratty in Appendix), and other devices may be used to help diagnose each child's learning level and learning problems. Consultation with other professionals, careful reading of medical reports and reading of all available information about the child, help the teacher lay a firm foundation for the curriculum.

Curriculum must include the development of cognitive, affective and motoric (or psychomotor) skills. It must be developmental, sequential, and measurable.

> To be effective, teachers must find out as much about the child's developmental level as possible. This can be done by observing the child, talking with him (using such tools as the Life Experience Interview adapted to TMH)[2], the Vineland Social Maturity Scale[3], or the Cain-Levine Social Competency Scale[4], talking to parents, talking with other professionals, reviewing reports, and requesting medical and other evaluations when necessary.
>
> The sequencing of activities relates directly to the information which the teacher has about the child. She takes the student where he is and plans careful, sequenced steps for him to follow.
>
> Teachers can use published rating scales or develop their own evaluation forms if they wish to show that their techniques are effective with their pupils.

---

[1] Cratty, Bryant Developmental Sequences of Perceptual Motor Tasks (New York: Educational Activities, Inc., 1967) p. 17.

[2] Bransford, Op. Cit. p. 32 ff

[3] Doll, Op. Cit. p. 75 ff

[4] Cain, Leo F., Levine, Samuel, and Elzey, Freeman F., Cain-Levine Social Competency Scale, Consulting Psychologists Press: (Palo Alto, 1963)

The TMH Performance Profile[1] is one way to do this; the Cain-Levine Scale (see Bibliography) and the Vineland Social Maturity Scale are others. A teacher may take her behavioral objectives by skill area and develop rating scales on which she can measure each child on each objective on a one to five scale, one being minimal performance and five optimal performance. She should have a clear idea of the kind of performance she expects on each level of the scale. Each time she rates a child, she should do it without checking the child's previous performance, so that she will not be influenced by the previous record. Progress, or lack of it, can be documented at the end of the year by comparing ratings at first and last of the school year. If no progress is indicated during interim ratings, the teacher may wish to change her method of approach or go back to previous steps to help the child achieve.

An example of this type of rating scale for Primary Self-Help Dressing is illustrated below:

Name:		Birthdate:		School Year:
Desired Behavior	September	December	March	May
remove outer garment				
hang clothes in proper place				
find own garment				
help teacher with dressing				
put on cap or scarf				
remove and put on socks				

Rating Scale 1-5

1. indicate child only completes behavior when reminded and with help
2. child completes behavior without reminding, but with help
3. child completes behavior without help sometimes
4. child completes behavior most of the time
5. child able to complete behavior all the time

[1] DiNola, Alfred J., Kaminsky, Bernard P., and Sternfeld, Allan E., T.M.R. Performance Profile for the Severely and Moderately Retarded, Reporting Service for Exceptional Children: (New Jersey, 1963)

It is the opinion of the authors that a Special Education program is only as good as its service to parents. Home-school communication and cooperation is of vital importance in all learning areas. Letters outlining desired learnings should be sent at the beginning of each new unit with suggestions as to how parents can implement learnings. (See example in Appendix.) Parents should understand that the need for accomplishment and a feeling of success are as important to the TMH as to the normal child. Verbal explanations of desired learnings, made by the teacher at short parents' meetings, help parents understand the program and relieve pressures at home. The strains may be present because the child does not have an opportunity to meet his needs and assist others in the home. Little progress can be expected if there is no carry-over from school to home. Make your activities so interesting that the child will go home talking about them and the parents will want to come to school to learn more about them.

Because of the unique quality of the TMH program, it often needs to be explained to other school personnel and the Special Education teacher is in the best position to do this. (See one explanation to regular classes in Appendix.) The school population is vitally interested in the "hows and whys" of mental retardation. A few answers to simple questions and an opportunity to see and know TMH youngsters can do much to bring about a better understanding within each individual school. It is only when school children realize that the TMH child is more like than different from them, that they will carry some understanding and knowledge of mental retardation to their parents for the beginning of better community understanding and acceptance.

PERSISTENT LIFE PROBLEMS SCOPE AND SEQUENCE CHART
A LIFETIME PROGRAM LEADING TO MAXIMUM INDEPENDANCE AND ECONOMIC USEFULNESS

	SELF-HELP	SOCIAL COMPETENCY	PERCEPTUAL MOTOR	COMMUNICATION	FUNCTIONAL ACADEMIC KNOWLEDGE	ECONOMIC USEFULNESS
PRE-SCHOOL PLANNING	DIAGNOSIS PARENT–COUNSELING		THERAPY PRE-SCHOOL PROGRAMS		HOME TRAINING	
PRIMARY C.A. 5.0 to 8.11 M.A. 2.0 to 3.6	PERSONAL HEALTH AND HYGIENE Toilet Teeth Cleanliness Rest Grooming Feeding Dressing	GROUP RELATIONS *Taking directions *Awareness of self in relation to others *Getting along in home, school, neighborhood, community SAFETY-home, school, neighborhood, community MANNERS-home, school, neighborhood, community USE OF LEISURE TIME play, art, music, hobbies	SENSORI-MOTOR TRAINING PERCEPTUAL MOTOR TRAINING *STATIC BALANCE BODY IMAGE Locomotion Rhythm SPATIAL RELATIONS GROSS MOTOR	GESTURE IMITATION LISTENING SPEAKING	RECEPTIVE AND EXPRESSIVE LANGUAGE Vocabulary Development Naming Following Commands Action Words Safety Attention DISCRIMINATION Auditory Visual Tactile NUMBER CONCEPTS VISUAL SEQUENCING VISUAL MEMORY	FOLLOWING DIRECTIONS at school and at home ESTABLISHING SCHOOL ROUTINE PROBLEM SOLVING
INTERMEDIATE C.A. 9.0 to 12.11 M.A. 3.7 to 5.11	SAME AS PRIMARY	SAME AS ABOVE	PERCEPTUAL MOTOR TRAINING	RECEPTIVE AND EXPRESSIVE LANGUAGE VOCABULARY DEVELOPMENT for learning for social skills AUDITORY SEQUENCING AUDITORY SEQUENTIAL MEMORY	copy designs AUDITORY SEQUENCING AUDITORY MEMORY trace letters write name SOCIAL STUDIES AND SCIENCE	DEVELOPING WORK HABITS DEVELOPING ABILITY TO WORK WITH OTHERS ATTENTION SKILLS PROBLEM SOLVING

			GROSS M[illegible]			[illegible]
PRE-VOCATIONAL C.A. 13.0 to 16.11 M.A. through 6.11	PERSONAL HEALTH AND HYGIENE complete grooming and health care EATING SKILLS TABLE MANNERS DRESSING good grooming habits selection and care of clothes	SAME AS ABOVE	PERCEPTUAL MOTOR DEVELOPMENT dynamic balance FINE MOTOR	ORAL LANGUAGE DEVELOPMENT Role Playing Problem Solving Telephone Manners READING (See Functional Academic Knowledge)	REVIEW TIME write some words MONEY FUNCTIONAL READING	REVIEW TAKING RESPONSIBILITY for completing work assignment TRANSPORTATION SKILLS some independent travel

VOCATIONAL

COMMUNITY LIVING PROGRAMS.

PUBLIC SCHOOL RESPONSIBILITY.

C.A. 17-0-21-0
M.A. thru 8-0

TOTAL COMMUNITY RESPONSIBILITY AFTER 21-0

AT THE VOCATIONAL LEVEL ALL CORE AREAS ARE FUSED INTO A PROGRAM DEALING WITH LIVING SKILLS

EACH STUDENT AT THIS LEVEL SHOULD BE TESTED AND SCREENED BY VOCATIONAL REHABILITATION TO DETERMINE SUITABLE PLACEMENT FOR THE REMAINDER OF HIS CAREER. THE POSSIBLE PLACEMENTS BELOW ARE NOT MUTUALLY EXCLUSIVE AND REEVALUATIONS MAY BE MADE PERIODICALLY.

INSTITUTIONALIZATION

ACTIVITY CENTER

BOARDING HOUSE

HOME LIVING

SHELTERED WORKSHOP

FURTHER TRAINING

RECREATION & LEISURE TIME ACTIVITIES

SELF – HELP SKILLS

SELF-HELP SKILLS

The Self-Help Skill Area represents all the competencies which a TMH can acquire to help himself to live a happier and more productive life. Educational research has shown that TMH youngsters do not learn through incidental learnings, but must have special training for the development of each skill. These children have usually had very few experiences with peer groups and may have been isolated much of their lives. Too often family members have done all things for them because it was easier than to take the time and effort to teach the children to do things for themselves.

To make the child aware that he is an unique individual, the classroom should be happy and informal, yet structured to meet the needs of the individual students. The need for accomplishment and success is just as great for the TMH as for the normal person; and the absence of activities to satisfy these needs often accounts for many disciplinary problems or lack of student participation in classroom projects. Even the most withdrawn student will participate in some activities when developed on his interest, understanding, and ability levels.

When a child learns to do simple things for himself, he acquires a feeling of accomplishment and becomes a happier individual. Once he has learned to take care of some of his personal needs, it is easier to guide him into play and work activities with a group. As his confidence increases, he will learn to cooperate, share with others, and accept responsibility. When he accepts his role as a member of the group, it is not unusual to see him helping another member who has not mastered all the self-help skills.

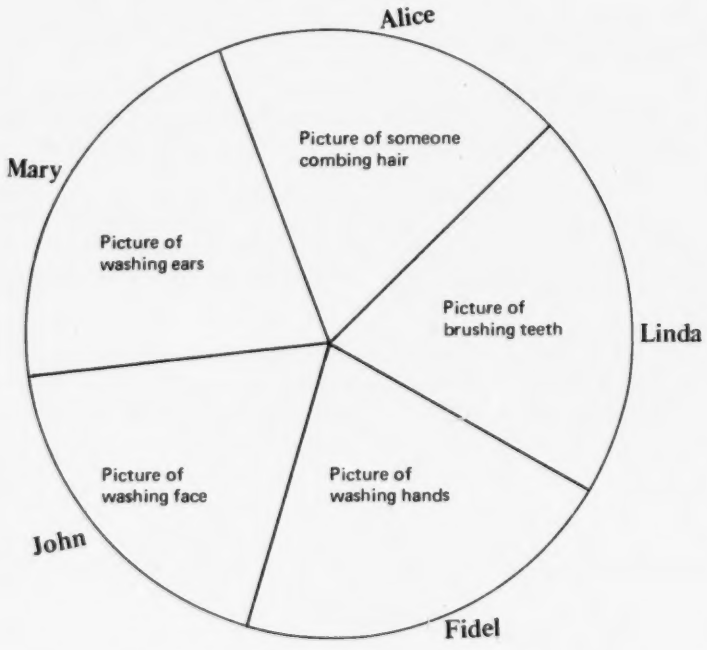
The area of self-help may be the one in which the parents receive the most assistance from the school. Frequent home-school communication enlisting parental cooperation is necessary if the child is to develop personal competencies necessary for happier daily living at home and school. Invite the parents to school to observe the routines taught in the establishment of self-help skills. Parents are usually very interested in these routines, but have been reluctant to teach them at home because they did not know where to begin. A list of desired learnings sent home when a new skill is introduced will indicate to parents that you are aware of their interest and appreciate their cooperation. (For example see Appendix.) Remind the parents that a self-help routine at school is of little value if it is not practiced each day in the home and community. If the teacher can gain the complete confidence and cooperation of the parents, she can often help eliminate an unpleasant home atmosphere, relieve pressures and strains on all family members, and develop a much happier and more useful TMH individual.

Skill Area – Self-Help
Level – Primary

C. A. 5.0-8.11
M. A. 2.0-3.11

Behavioral Objectives	Activities	Instructional Aids and Materials
Personal Health and Hygiene		**Note:** Teacher writes a "Dear Parents" letter explaining the grooming program and enlists their cooperation in providing needed articles for Grooming Box.
The child will be able to: help make his own Grooming Box.	Help each child make a personal Grooming Box from a cigar box or other small box. Paste a small mirror in the top of each box. Decorate the outside of the box with wallpaper, construction paper, or tempera paint. Put the following articles in the box: lotion, comb, toothbrush, toothpaste, nail file. Put the child's name on his box. (The teacher should also make a Good Grooming Box for demonstrations. Never ask the students to do anything the teacher is not willing to do.)	Cigar box or other small, sturdy box Construction paper Wall paper Tempera paints Small plastic bottle for lotion (pill bottles are very good) Small mirror, comb, nail file, lotion, toothbrush, toothpaste, soap (if not available in restrooms)
	Vocabulary Development for Oral Language:	Good Grooming Box
learn the names of the articles in his box.	comb, toothbrush, grooming box, mirror lotion, toothpaste, nail file, soap	Articles found in box Pictures of articles
	Hold up each article in Grooming Box. Demonstrate its use. Pupils imitate teacher's demonstration. **Guessing Game:** Describe one of the objects in Grooming Box. Example: "You brush your teeth with it." Let the students guess which object the teacher is describing. As the student's vocabulary increases, let him describe one object.	Good Grooming Box
	Match pictures with articles in Grooming Box.	Articles in Grooming Box. Pictures of each article in Grooming Box. **Note:** Campfire Girls and Girl Scouts will help you find pictures.
	Place object from Grooming Box in paper bag. Let each student feel the object and guess what it is.	Paper bag Article from Grooming Box.

Behavioral Objectives	Activities	Instructional Aids and Materials
	Make a Good Grooming Book showing pictures of the objects in Grooming Box. Paste the pictures on plain paper (cut to size of sheets wanted). Cover with brown or white butcher paper. Staple cover on book or make holes along one edge with paper punch. Let each child lace holes with colored yarn. Make a design on cover of book.	Magazines Supply of pictures for students unable to find their own Plain paper, stapler, paste, butcher paper, paper punch, colored yarn, yarn needle, paints or crayolas
find his own Grooming Box	Have a special place to keep Good Grooming Box. Practice finding Grooming Box as a group. Say, "Find your Grooming Box and come back to your table." Give individual instruction for finding Grooming Box. Say, "John, find your Grooming Box."	Shelf or cabinet for Grooming Boxes
use the articles in his Grooming Box when reminded	Have a designated time for use of Grooming Box every day.	Grooming Boxes
	Make a Helper Chart for checking teeth, hair, hands, face, and ears. Let each helper check the students.	(See attached chart)



Behavioral Objectives

Activities

Have a Good Grooming Chart. Let each student find his own name and put a star by the activity he performed before coming to school.

Go to the restroom for grooming period. If you have a room restroom, go in groups of two or three. If not, divide group into boys and girls. Enlist the help of the principal, coach, secretary, aide, custodian or older students in the school.

Give a demonstration on brushing teeth. Sing "This is the Way We Brush Our Teeth". Pupils take toothbrush and toothpaste from Grooming Box and brush teeth, watching themselves in restroom mirror or small mirror in top of Grooming Box. Put away toothbrush and toothpaste and get comb.

Demonstrate combing hair and sing "This is the Way We Comb our Hair." (Teacher may comb own hair or doll's hair) Pupils comb hair watching themselves in restroom mirror or small mirror in top of Grooming Box.

Put away comb and get soap from Grooming Box if there is no soap in restroom. Demonstrate washing hands, face and ears using doll. Sing "This is the Way We Wash Our Hands, etc."

Students wash hands, face and ears watching themsleves in restroom mirror or small mirror in top of Grooming Box.

Name	Brush Teeth	Comb Hair	Wash Face	Wash Hands	Wash Ears
Mary					
Pedro					
Anabelle					
Joseph					
Thomas					
Anna					

Instructional Aids and Materials

(See attached chart)

Note: Have pictures at the top of each column like those on Helper Chart.

Restroom
Grooming Box

Tune: "Here We Go Round the Mulberry Bush"

Articles from Grooming Box

Doll with real hair
Restroom mirror
Comb

Soap
Doll

Behavioral Objectives	Activities	Instructional Aids and Materials
	Demonstrate drying face, ears, and hands with paper towel. Sing "This is the Way We Dry Our Face, etc." Put away soap and get lotion. Demonstrate use of lotion. Sing "This is the Way We Rub in Lotion." Students rub in lotion. Return lotion to Grooming Box. Return to room and sit at table.	Paper towels Lotion Grooming Box **Note:** Vaseline is very good for students who have chapped or cracked hands and lips. Jar of vaseline for room use
	Take all articles from Grooming Box and place them on table. Call out name of one article and ask child to hold it up. Then instruct student to put article in his Grooming Box. (This check will make sure that all articles are returned to box.) Close Good Grooming Box.	
put away his box when grooming time is over	Put away boxes in an orderly fashion. Check to see that the boxes were replaced in proper place. Later on, appoint a leader to see that the boxes are put in proper place. Variation: P[illegible] "Follow the Leader" for putting away boxes.	Permanent place for Grooming Boxes
Toilet The child will be able to:	**Vocabulary Development for Oral Language:**	
use proper names for restroom facilities	toilet, lavatory, waste basket toilet paper, soap, soap dispenser flush, paper towel, urinal girls, boys	Restroom if available Concrete models 3 piece restroom set made of hardwood $3.00 Childcraft Equipment Co.
	Take small groups of students to restroom to see actual school restroom. If teacher is a woman, enlist help of principal or coach. If teacher is a man, the school secretary, aide, or nurse will help. Point to each article or fixture in restroom and give its name. Ask students to repeat name.	School restrooms Principal or coach Secretary, aide, or nurse
	Take large, life-size doll to restroom to demonstrate the fixtures. As you demonstrate the use of each fixture, repeat its name. Let each student repeat the demonstration with the doll.	Large, life-size doll
	Make arrangements with the school principal for older students to take small groups of TMH youngsters to the restroom for practice in naming fixtures and supplies. (Have a short training session for these volunteers so they will understand what they are expected to do and say. This provides an opportunity for better school understanding and acceptance of TMH.)	Older student volunteers

Behavioral Objectives	Activities	Instructional Aids and Materials
	Use doll houes bathroom furniture for guessing game in room.	Doll house bathroom furniture
	Match pictures with real fixtures in bathroom. Name the fixtures. Match pictures with doll house furniture. Name each fixture matched.	Pictures to match bathroom fixtures Doll house furniture Pictures of fixtures
indicate the need for toilet, using acceptable vocabulary such as "toilet"	Demonstrate the correct vocabulary for permission to go to the toilet. Correct child when he uses terms which are not acceptable.	**Note:** Be sure that an adult accompanies a student to a strange restroom so he will not become frightened
	Have a regular routine to follow for restroom procedure. Supervise at all times.	Non-verbal child - see Primary Communication
take clothes down with help	Daily practice with constant supervision at all times.	Restroom, and an adult to supervise
girl–sit on toilet boy–lift lid and stand or use urinal if available	Use doll to simulate procedure. Show each actual step. Let each student practice with doll.	Large rubber doll Real restroom or mock restroom
use toilet paper with help flush toilet with help	Set off one corner of room for restroom. Use boxes for fixtures or ask a father to make fixtures from wood, etc. Stress the need for privacy in restroom. When girls are playing, put a sign reading "Girls" over the door. Change sign when boys are playing.	Creative Playthings has rubberoid doll which stands, sits
rearrange clothing with help	Use buttoning and zipping boards for practice. Rearrange doll's clothes – boys use boy's clothing and girls use girl's clothing.	Montessori boards Large doll; boy's and girl's clothing
wash hands after toileting	See cleanliness activities. Make chart for bulitin board or wall. Let each student put a star by his name when he remembers to wash after toileting.	Chart with each child's name, days of the week and place for stars
	Matching Game: Match such articles as soap–towel, toothbrush–toothpaste. Name matched articles.	Articles needed for matching
	Matching Game: Have several pictures of each restroom fixture. Put pictures of each fixture in separate box. Name the fixture placed in each box.	Pictures of fixtures Hosiery box for each fixture
Teeth The child will be able to: use proper vocabulary for brushing teeth	**Vocabulary Development for Oral Language** tooth, dentist, brush, nurse toothbrush, toothpaste, rinse	Concrete objects and pictures of: toothbrush, tooth, toothpaste, nurse, dentist

Behavioral Objectives	Activities	Instructional Aids and Materials
	Guessing Game: Ask, "What has a long handle?" or "What is in a tube?" Place the models or pictures on table before beginning. When a child guesses the correct answer, instruct him to find the model or picture. As vocabulary develops, allow students to ask questions.	Models or pictures
	What is Missing? Place objects or pictures on table in front of students (not more than 3 objects at first). Point to each and let children identify them. Take one away. Guess which one is missing.	Models or pictures
	Give each student a picture of teeth, toothbrush and toothpaste. Say, "Hold up the toothbrush." Practice in smaller groups if some students are not recognizing the objects.	Picture of teeth, toothpaste and toothbrush for each student
find own toothbrush		
put toothpaste on brush with help	Ask school nurse to give demonstration using large set of teeth and toothbrush.	**Note:** School nurse can often get individual toothbrushes and toothpaste for Grooming Boxes. If not, your dentist or some toothpaste companies will furnish them.
wet toothbrush with help	Let each student practice brushing large teeth. Then brush own teeth.	
	Invite dentist to come to room or go to dental clinic for demonstration. Be sure that the students become acquainted with his nurse. (Many school nurses wear street clothes at school.)	Dentist or field trip to dentist's office
brush teeth with help	Show how it is done – by each student.	Restroom or lavatory or washstand in room
rinse mouth, spit and wipe mouth	Stimulate gag reflexes for proper spitting.	Seek help of physical therapist for spitting, sucking and swallowing procedure when necessary
rinse toothbrush	Daily practice with constant supervision will be needed for each step.	If restroom or washstand are not available, be sure mother understands procedure for caring for teeth
shake water from toothbrush		
replace toothbrush	Name Card Game: Make a rack with each child's name on it. Put a nail under each name. Let each student find his own name and hang his brush to dry.	Rack with child's name Nail
cap toothpaste with help		
	If toothpaste is not available, make your own: 4 teaspoons baking soda 1 teaspoon salt few drops of essence of peppermint. Store in baby food jar with child's name on cover.	Baby food jars with screw-on top Measuring spoon Baking soda, salt, essence of peppermint, felt pen

Behavioral Objectives	Activities	Instructional Aids and Materials
	Play "Visit to Dentist." Encourage each child to open mouth so "dentist" can see inside.	Mock dentist office
	Movies – Contact school nurse and local dentist for suggestions.	Toothbrushes with child's name in gold Rich Personals 157 Sherman Ave. New York, New York
Cleanliness The child will be able to: use correct words for cleanliness activities	**Vocabulary Development for Oral Language** cold, hot, soap, towel (paper), towel (cloth), cough, sneeze, facial tissue, drool	Actual Objects Pictures
	Bring hot plate into room. Heat a pan of water. Let the students feel the heat and steam coming from the water. Fill a hot water bottle with the boiling water. Feel the bottle.	Hot plate, pan, water Hot water bottle Boiling water
	Take some of remaining water and put ice cubes in it. Touch the ice cubes before putting them into the water. Watch them melt. Put in more ice cubes until water gets cold. Put hand into water.	Ice cubes Pan of hot water
	Demonstrate cough and sneeze and proper procedure for caring for each.	Box of facial tissue
	Have a box of facial tissue on teacher's desk or other available place for use by students. Encourage them to use the facial tissue.	**Note:** Ask each student to bring in box of facial tissue on first day of school and you will have enough for year.
	Paint hot water faucet with red paint or red finger nail polish so students can distinguish between hot and cold water. Explain why this is done to the rest of the school so the students will not try to scrape off red paint. Constantly remind a drooler to close and wipe his mouth. Have a small mirror readily available to show him how he looks when drooling.	Red paint or finger nail polish Small mirror
turn on water combine hot and cold water with supervision	These activities must be practiced daily under supervision. Call attention to red paint on hot water faucet. Show students how to mix water. Practice every day.	Wash basin or lavatory with hot and cold water. **Note:** Make some provision to heat water if none is available. It is important that the students learn that hot water is needed for cleanliness.

Behavioral Objectives	Activities	Instructional Aids and Materials
use bar soap to wash face and hands with help	Demonstrate use of right amount of soap from soap dispenser. You may need to practice using liquid soap from a bottle before using soap dispenser. Demonstrate washing of face and hands. Students wash face and hands. This should be a fun activity, but the students should not be allowed to get wet.	Liquid soap with dispenser Bar soap
dry with towel with help	Demonstrate proper way to dry hands with paper towels. Also use cloth towel so students will understand its use and replacement in the home.	Wash basin or lavatory; Soap, paper towel, cloth towel, towel rack
dispose of towel when reminded	Always have a waste basket available for disposal of paper. Have a helper to stand by basket and remind student to pick up paper if it does not go into basket.	Waste basket Helper
apply lotion under supervision	Use lotion to demonstrate drying hands. Use lotion to practice rubbing hands as in the application of bar soap or soap from dispenser.	Lotion
	Bring small washpan into room. Practice washing and drying the doll's hands and face, using small wash cloth.	Doll, wash cloth, wash basin, soap
control drooling with help	Use mirror to show child what is meant by drooling. Make child aware of tongue with fingerplays, stressing the need to keep the mouth closed. Show students how to lick substances from lips. Give child popsicles made from clear soup. Show him how to lick.	Small mirror Talking Time pp. 37-39,42-43 Peanut butter, jelly, popsicles made from clear soup **Note:** Contact your physical therapist for other ideas
use of facial tissue with help	Demonstrate use of facial tissue. If child cannot blow his nose, the teacher may manually press his lips together and instruct him to blow. Let child practice on doll and self.	Facial tissue Doll
cover mouth when coughing or sneezing when reminded	Visit by school nurse to talk about being ill and when to stay at home. Filmstrips (talk with your school nurse regarding available ones.) Movies – (See school nurse for suggestions)	**Note:** Ask school nurse to talk to group of parents about illnesses and encourage them to keep child at home when ill
comb hair with help	Demonstrate combing hair in front of full-length mirror. Let each student "show how it is done." Have pictures of messy and well-groomed hair for discussion.	Full-length mirror, comb for each child Pictures of well-groomed hair Pictures of messy, dirty hair
clean fingernails with help	Demonstrate cleaning fingernails. Let each child "show how it is done." Have before and after pictures of fingernails. Decide which fingernails look nicer.	Fingernail file Picture of fingernails, dirty and clean

Behavioral Objectives	Activities	Instructional Aids and Materials
Rest The child will be able to: use suitable words for rest activities	**Vocabulary Development for Oral Language** rest sleep still quiet limp Read poems and let students play the parts. Act Fingerplays. Sing songs (See suggested materials at end of skill area.) Pretend you are asleep. Pretend you are resting. Show before and after pictures. Play games with pictures such as: "Find the picture of the boy who is sleepy," or "Find the picture of the girl who is happy."	Pictures showing happy, strong, weak, sick children Talking Time pp. 22 and 25 Rhymes for Fingers and Flannel Boards pp. 114-117 Pictures illustrating the words in vocabulary development
rest quietly after meals or activities as directed by teacher or aide	Play "rest music" so the child will be quiet (See suggested materials at end of skill area or use your favorite records.) Play story records. Read a story your students enjoy.	Record player Records Story records
tell what time he goes to bed	Talk about things you do before going to bed: eat dinner, watch favorite television program, take a bath, etc. (The student will not be able to tell the actual hour, but he will become aware of the things he does before going to bed each night.)	**Note:** Make the parents aware of the need for sleep. If the child is sleepy or irritable at school, talk with the parents
Feeding The child will be able to: use the proper vocabulary for feeding	**Vocabulary Development for Oral Language** tray fork milk table napkin garbage can spoon foods served in school cafeteria Take children to cafeteria to meet cooks and see food preparation area. Borrow tray, spoon, fork, and napkin from cafeteria for name identification.	Eating utensils Real food as needed Pictures as needed Visit to school cafeteria Tray, napkin, fork, spoon
wash hands with help	See Cleanliness Activity	
follow simple directions	**Vocabulary Development for Oral Language** get in line get behind walk to the table get in front of pick up your tray say "thank you" to cooks	Practice with supervision every day.

Behavioral Objectives	Activities	Instructional Aids and Materials
	Line up and march around room. Play "Follow the Leader" with one child leading the group to a specified place in the room or on the playground.	Record player and any good march record
	Line up for walking races in classroom. At first this will be one line with each child carrying an object to the teacher or another child. Later two lines can be formed with each carrying an object to a designated place and back. (The lessons to be taught are walking and staying in line.)	Objects which children can easily carry
carry tray with a minimum of spilling	Borrow tray from cafeteria so each child can practice carrying a tray before going to lunch. Place fork, spoon and milk carton on each tray.	Tray from cafeteria Silverware, milk carton filled with sand or water
sit at table with a minimum of unnecessary movement	Have snack time so child will be able to sit at table, hands in lap, and wait until all have been served before eating. Use small tables and chairs for "Tea Time."	Napkins, juice and crackers Small tables, chairs and doll dishes
	Let students line up and march to tables.	Record player and march music
	Play room games with silverware – Name, hide, visual memory, etc.	Silverware
	Play with dollhouse and family of people. Serve a meal and have family seated. Have a party and have family attend.	Wooden family Rubber family, tea set Dollhouse furniture
open milk carton	Bring milk carton from cafeteria. Teach the word "open" when showing the child how to open carton. Students practice opening milk carton.	Empty milk carton
suck liquids through straw	Serve juice in room. Use plastic straws. If child is unable to comprehend the sucking process, place straw in child's mouth and gently hold nostrils closed for a second. The child will automatically gasp for breath, drawing the liquid through the straw.	Plastic straws Juice
swallow without drooling	See drooling under Cleanliness Activities.	
take small bites of food	Have tea parties and serve crackers. Demonstrate taking small bites. Later use something harder than crackers so they must really bite.	Crackers, cookies or hard candies
	Use small mirror in Grooming Box to watch self take bites.	Small mirror
chew until able to swallow easily when reminded	Show child how to bite, chew, suck, and swallow in front of full length mirror. Let him return to his seat and practice with small mirror. Have constant supervision so child will not get strangled or develop bad habits.	Finger foods such as celery, carrots; crisp foods such as chips and apples

Behavioral Objectives	Activities	Instructional Aids and Materials
eat finger foods	Pretend you are a rabbit eating carrots. Use small mirror to show child how to take small bites and chew with mouth closed. Stress "a talking time" and "a quiet time" so child will understand that he does not talk with food in mouth.	Carrots (cut in small 2 inch strips) Finger foods
	Read a story, stumbling over words so child cannot understand what is said. Explain that this is the way you sound when talking with food in mouth.	Story children know
drink milk from a cup	Serve juice in paper cup without straw.	Paper cup and juice
	Go on field trip to dairy where milk can be served in paper cups.	Trip to dairy
use spoon with a minimum of spilling	Set up mock cafeteria. Have a pretend lunch. Have a luncheon in classroom. Ask cooks to prepare an extra portion of food children are having difficulty eating. Eat this food in room, demonstrating way to eat without spilling.	Mock cafeteria
use fork sometimes	Arrange for special eating time when no one else will be in the school cafeteria. Give demonstrations on proper ways to eat without spilling too much.	Note: This will only be on one or two occasions to prevent students from making fun of TMH youngsters
bring food to mouth rather than lowering head to tray	Practice holding up head and smiling when eating. Talk about the foods we are eating. Mention why some foods must be eaten slowly (to keep from spilling).	Regular cafeteria foods
use napkin with help	Demonstrate correct use of napkin.	Napkin
able to clean tray with help	Borrow trays from cafeteria to practice cleaning. Invite cafeteria supervisor to room for a demonstration on proper cleaning. Practice putting the silverware on tray so it will not fall from tray. Stress working with tray to minimize spills.	Trays Cafeteria supervisor
identify foods with help	Ask school secretary to type a copy of the school menu (week or month) for each student. Send the menu home and encourage parents to question child about foods he ate at school.	School menu for each child
	Talk about school menu each day. Have pictures of foods for easy identification.	Supermarkets will give you display pictures Contact your local dairy council for pictures and stories
	Have actual foods in classroom for identification whenever possible. Play picture identification game with teacher reading menu and children finding pictures of food.	Actual fruits and vegetables Pictures of food from daily menu
	Play cafeteria and ask for food by name.	Cafeteria set up with pictures of foods in containers

Behavioral Objectives	Activities	Instructional Aids and Materials
	Put food on tray and carry it to the table.	Tray, silverware
	Play store and ask for food by name.	Store with empty cans in store-like setting
	Go on a field trip to a vegetable and fruit stand. Bring fruits and vegetables back to room for tasting. Show the raw fruit or vegetable before cutting it. Identify it. Let each child smell and taste the food.	Field trip Real fruits and vegetables
	Guessing Game: Smell or taste the food without looking at it. Identify it. Use artificial fruits and vegetables after child recognizes the real ones. (Be sure your artificial foods look and feel like the real ones.) Have a mystery box and let the students identify the food by feeling.	Fruits and vegetables from Peabody Kit Level P are excellent; artificial foods in box; real food in box
	Develop more vocabulary as needed by school menu or local foods.	School menu
maintain eating skills at home	Practice sitting at smaller table such as you would find at home. Pass make-believe foods.	Table for 6 or 8 persons Doll dishes and silverware **Note:** Send home suggestions for home cooperation
Dressing The child will be able to: give the correct word for dressing skills	**Vocabulary Development for Oral Language** button — zip — put on tie — lace — take off These words can be learned by daily practice under constant supervision.	Dressing Frames Educational Teaching Aids Division of A. Daigger and Company, Inc.
give the correct word for fasterners used in dressing	**Vocabulary Development for Oral Language** zipper — snaps — bows — hook and eyes buttons — buckles — laces These words can be learned by using dressing frames and Eta Best vests with constant supervision.	Eta Best Vests Educational Teaching Aids Division of A. Daigger and Company, Inc. **Note:** TMH do not learn by observation, they must have daily practice
remove outer garments with help	Dress dolls with outer clothing. Practice with Montessori Boards for buttoning, tying and zipping. Have oversized trousers for children to practice putting on and taking off. Use oversized trousers to find front and back of clothing and to learn to put the leg in the proper place.	Dolls, doll clothing Montessori Dressing Frames Oversized trousers

Behavioral Objectives	Activities	Instructional Aids and Materials
hang clothing in proper place with supervision	Have picture of coat over child's name on rack. Practice putting garment on coat hanger and hang under name.	Picture of coat for each name card Coat hanger and rack for hanging
find own garment with supervision	Play Game: Take off coat, hang coat on coat hanger, go back to room, go back to clothing rack and find coat, put on coat, button or zip coat, take off coat, etc.	Coat or wrap
help teacher with dressing	Fingerplays for dressing up. As you put on and take off clothing, name the clothing.	Let's Do Fingerplays pp. 16-20
put on cap, scarf, or coat	Play Pretend Games: The wind is blowing. What shall I put on my head? How do I put it on my head? It is raining. What shall I wear? How do I put it on?	Caps Scarves Coats
remove and put on socks	Have spare socks at school for practice.	Socks
put on shoes, but does not always get them on right feet	Take off shoes. Put them on again. Help a friend put on his shoes. Tie shoes for a friend. Lace and tie the lacing shoe. Lace and tie the Lacing Frame. Tie old shoes.	Own shoes Lacing shoe Dressing Frame for lacing and tying **Note:** Encourage parents to teach the child to identify right shoe with right foot by special markings on shoe. Carry over to school activities
put on boots with help	Put on own boots.	Boots
put on mittens	Put on own mittens.	Mittens
identify articles of clothing	**Vocabulary Development for Oral Language** cap, shoes, boots, dress, pants scarf, mittens, coat, shirt, sweater socks, jacket, scarf	Actual articles of clothing Pictures of clothing
identify articles of of clothing	Hold up article of clothing. Let students guess what it is. Play visual memory game: Have three articles of clothing. Ask students to close eyes. Take away one and ask: "What is missing?" Play same game with pictures of clothing. Play weather game: Teacher says, "It is raining today. What will you wear?" Child selects clothing from pictures. Talk about cold weather clothes. Talk about warm weather clothes.	Various articles of clothing Good clothing pictures Clothing pictures Real articles of clothing when possible

Behavioral Objectives	Activities	Instructional Aids and Materials
	Talk about what we wear when it snows. Talk about what we wear when the wind blows. Dress and undress mannequin naming articles of clothing and telling when you would wear each article of clothing. (This is another good opportunity to reinforce "Take off" and "Put on.")	Good clothing pictures for each season Peabody Learning Development Kit Level P
continue dressing skills at home	Continue practice at school. Encourage children to dress and undress at home. Stress the importance of getting the child up early enough to dress self and become independent. Encourage parents to name articles of clothing as they help the child dress and undress.	**Note:** Have frequent parental conferences or send home notes for dressing at home Suggest suitable clothing which child can manipulate

Skill Area – Self-Help
Level – Intermediate

C. A. 9.0-12.11
M. A. thru 5.11

Behavioral Objectives

Personal Health and Hygiene

The child will be able to:

Activities

Instructional Aids and Materials

use correct names for articles in Grooming Box

Review Personal Health and Hygiene activities for Primary Level.

Vocabulary Development for Oral Language

comb	toothbrush	nail file	hair brush
lotion	toothpaste	nail brush	grooming box
mirror			

Articles in Grooming Box
Pictures of articles in Grooming Box

help make his own Grooming Box

Let each student decorate his box with wallpaper, construction paper, paints, crayolas or any other materials requested by student. Put each child's name on his box.

Write a "Dear Parents" letter explaining the purpose of the Good Grooming Box and ask for the following: Cigar or other sturdy box, comb, lotion, toothbrush, toothpaste, hair brush, nail file, small mirror

care for own Grooming Box with help

Practice getting Grooming Box from shelf or cabinet where it is kept – count the articles in the box to see if all are there.

Grooming Box with articles

learn the names of all articles in his box

Take all the articles from box. Hold them up as teacher calls out name. Put articles in Grooming Box. Be sure each article is clean.

Grooming Box with articles

Play Name Game: Teacher calls out name of article and child holds it up.

Real grooming articles

Variation: Teacher calls out name of article and child finds picture of it.

Picture of articles

learn the use of each article in his box

Demonstrate the use of articles in Grooming Box. Let student demonstrate in front of full-length mirror.
Let child use article, watching self in little mirror on inside of Grooming Box

Articles in Grooming Box
Full-length mirror

Find pictures showing uses of Grooming Box articles.
Make a Good Grooming Book using the pictures.
Cover with butcher paper. Staple cover to book or lace holes (made with paper punch) with colored yarn.

Magazines
Plain paper, paste, pictures
Paper punch
Colored yarn and yarn needle

Identification Game: Teacher says, "I am going to comb my hair. What do I need?" Student finds comb or picture of comb, etc.

Grooming Articles
Picture of articles

Matching Game: Have several pictures of each Grooming Box article. Let students put matching objects into boxes.

Pictures
Boxes

put away box when grooming time is over

Have a specific place for boxes to be kept. Practice putting them away.

Shelf or cabinet for Grooming Box

Behavioral Objectives	Activities	Instructional Aids and Materials
Toilet The child will be able to:	(See suggested activities on Primary Level.)	
use proper vocabulary	**Vocabulary Development for Oral Language** toilet, toilet paper, lavatory, gentlemen, flush, men, women, ladies, paper towel, waste basket, soap dispenser, urinal	Concrete models Doll house furniture Pictures of bathrooms Pictures of fixtures
take down clothing, use toilet paper with reminding	Use rubberoid doll to demonstrate proper use of toilet, taking down clothing and use of toilet paper. Let students show proper restroom procedure using doll.	Rubberoid doll available from Childcraft Toilet paper
flush toilet	Talk about restroom procedure and why it is important to flush toilet. Make trips to restroom (girls to Girls' Restroom and boys to Boy's Restroom). Demonstrate flushing the toilet. Call attention to the automatic flusher on urinal in Boys' Restroom.	Girls' Restroom Boys' Restroom
	The school principal, coach, school nurse, secretary, aide and custodian will be willing to help with the demonstrations.	Helpers
	Take a field trip to an area which will require the use of a restroom different from the one at home or school.	Field trip where community restroom will have to be used.
rearrange clothing with help	Practice with dolls, again pulling up, taking down, etc., of clothing	Dolls and doll clothing **Note:** Talk with parents concerning the boys' use of zippers in public restrooms instead of dropping clothing to floor.
wash hands	See Primary Cleanliness Activities. Also chart on washing hands in Primary Toilet Activities.	Chart with each child's name, day of week, and place for stars
dispose of paper towels	Have role-playing in room showing correct way to wash hands and dispose of paper towel.	Lavatory or wash basin Water, soap, paper towel, waste basket
	Suggested classification games for use with Toilet Activities: Cut bathroom pictures from magazines and make a booklet. Have cardboard boxes to represent bathroom and kitchen. Place correct doll furniture in each room. Have cardboard boxes to represent bathroom and bedroom. Place correct doll furniture in each room. Play above games using pictures of furniture instead of doll furniture.	Magazines, paste Paper for booklet, cardboard boxes Doll furniture Pictures of furniture

Behavioral Objectives	Activities	Instructional Aids and Materials
	Have many pictures of bathroom fixtures. Match ones that are alike. Cut out pictures of all items that have to do with bathroom. Put on one page. Instructo Classification Games with pictures for naming and speech development.	Pictures of bathroom fixtures Pictures, paper, scissors, paste Instructo Classification Games.
Teeth The child will be able to: develop a vocabulary for the care of teeth	**Vocabulary Development for Oral Language** teeth, toothbrush, decay, brush, toothpaste, dentist, hurt, toothache, dentist's office, nurse (office), nurse (school)	Real objects Pictures related to vocabulary development
find his own toothbrush	Have a specific place to keep toothbrush. Have child's name on brush.	Toothbrush with name on it
prepare his toothbrush for brushing with supervision	Ask the school nurse to demonstrate brushing teeth using large set of teeth and large toothbrush.	School nurse Large teeth and toothbrush
	Plan a trip to the dentist's office to acquaint the children with a dentist and his office. Let dentist demonstrate proper care of teeth and discuss what happens when you don't take care of teeth.	Visit to dentist's office
brush teeth with supervision	Frequent demonstrations by teacher using large set of teeth and large toothbrush. Play "This is the Way I Do It" with students using large teeth and toothbrush. Use full-length mirror or small Grooming Box mirror for reinforcement of proper technique. Make mixture for brushing teeth if toothpaste is not available (4 teaspoons baking soda, 1 teaspoon salt, a few drops of essence of peppermint mixed together and stored in baby food jar with child's name on top of jar.)	Large teeth Large toothbrush Mirror Baking soda, salt, essence of peppermint Baby food jar with lid
	Review all activities on primary level for children who still have difficulty brushing teeth. Draw pictures showing proper care of teeth. This may be in booklet form or large pictures for bulletin boards.	Crayolas and paints
give proper care to toothbrush after brushing	Occasional demonstrations by teacher.	
	Frequent "This is the Way I Do It" by students.	
put away toothbrush and toothpaste	These activities are learned if there is a regular routine each day and the students are supervised to see that they follow directions.	

Behavioral Objectives	Activities	Instructional Aids and Materials
	Other activities for care of teeth: Make booklet of foods which cause tooth decay. This may be made with pictures from magazines or student drawings. Paste on manila paper and cover with construction paper. Let child make an original drawing for cover.	Manila paper Construction paper Crayolas or paints
	Visit a dentist's office for old teeth. Put a tooth in closed baby food jar and add one substance which causes decay. Leave for several months and note decay. Keep a teacher-made record so students can remember which food caused the most and the fastest kinds of decay.	Old teeth Baby food jars with lids Any substance which causes tooth decay
	Draw a picture of visit to dentist's office for bulletin board. Make a booklet to send home to parents showing foods which cause decay.	Paper and crayolas Paper and pictures of food which cause decay
	The teacher can type a short story for students showing what happened when the tooth was placed in this food substance. Make a booklet showing foods we can eat which build strong and healthy teeth.	Short, typed story about each food used in tooth decay tests Pictures from magazine, paper and paste
Cleanliness The child will be able to:		
develop a cleanliness vocabulary	**Vocabulary Development for Oral Language** cold, hot, toilet, shoes, sneeze, facial tissue, soap, drooling, tub, ice cubes, hot water bottle, lavatory, paper towel, cloth towel, washcloth, nail file, wash basin, stove, hot plate, tongue depressor, nail brush, tea kettle, dust pan, cough	Actual objects whenever possible
combine hot and cold water	Mark the water faucets with colors: red for hot, blue for cold. Put tea kettle or pan on hot plate to heat water. Show the child how to put hand near the steam to feel heat (supervise carefully to prevent burning). When the water is boiling, pour some of the hot water into a pan to feel the heat coming from it.	Colored tape which does not come off when damp or finger nail polish Hot plate Pan or tea kettle and water
use care with hot water	Pour some of the boiling water into hot water bottle. Feel the bottle. Bring a pan of ice cubes into the room. Let each student feel the ice cubes. Mix hot water and ice cubes to cool off water. Show how to turn on hot and cold water to get the right temperature for washing hands and face.	Hot water bottle Pan of ice cubes Hot water, ice cubes Hot and cold water faucets
wash hands and face alone	Washing: Instruct students to push up sleeves, if long sleeves are worn. Insert a set stopper in lavatory and run hot and cold water to desired temperature. Moisten hands. If soap dispenser is available, tell the students how many times it should be released. Bar soap may be used with instructions to soap palm first and then back of hands.	Lavatory or sink in room Soap dispenser or bar soap

Behavioral Objectives	Activities	Instructional Aids and Materials
wash neck and ears with reminder and supervision	Sing "This is the Way We Wash Our Hands" during the washing process. Wet wash cloth and wring out. Demonstrate use of small amount of liquid or bar soap. Rub face, neck and ears with soapy wash cloth. Show how to to rinse wash cloth and carefully rinse face, neck, and ears to prevent itching from excess soap. Demonstrate proper way to dry face, neck and ears and hands. Use both paper and cloth towels. Sing "This is the way we wash our_____" as other washing activities are carried out. Show how to use lotion on face, hands, and neck to prevent chapping. Have a jar of vaseline available for students who do not have lotion or who have badly chapped and cracked hands and lips.	Tune: "Here We Go Round the Mulberry Bush" Wash cloth Bar of soap Paper towels Cloth towels Hand lotion Jar of vaseline **Note:** Discuss washing activities with parents and suggest they encourage similar home activities. Suggest the use of vaseline to prevent chapped and cracked hands, feet and lips
	Have a chart to record student's cleanliness when he arrives at school. If he always comes to school dirty, and parent conferences do not improve the condition, give him an opportunity to "freshen up" in the restroom before room check. Select a "nurse" to check each child for cleanliness. If he gets a check mark for each day of the week, give him a star on Friday. Let the student find his own name and paste on the star. This chart may be monthly or weekly.	See chart below
clean lavatory with reminder and supervision	Show students the correct way to clean lavatory with paper towel. Sing "This is the Way We Clean the Lavatory." Students practice correct way to clean lavatory.	Paper towels
bathe body with help	Bathe rubberoid doll in small, plastic tub or wash basin. Show how to soap, wash, rinse, and dry doll. Give each child an opportunity to bathe doll.	Rubberoid doll Plastic tub or washbasin Towel, soap, water, washcloth

Name	M	T	W	Th	F	Star
John						
Fidel						
Linda						
Mary						
Alice						
Robert						
Florinda						

Behavioral Objectives	Activities	Instructional Aids and Materials
	If you have a bathtub at school, let each student who does not have bathtub at home, take a bath at school. The aides can assist with the bathing. Coaches will supervise boys in tub or shower.	**Note:** Contact parents who do not have bathtubs and invite them to have a bath at school. Ask them to supervise their child while bathing at school. If parents refuse to come to school, make home calls and send home notes describing bathing techniques.
	Find pictures of persons taking a bath. Find pictures of clean and dirty persons. Decide which one looks nicer.	Pictures of people taking baths Pictures of clean and dirty people
	Cleanliness movies (contact your school nurse for local or county movies available)	
care for fingernails	Demonstrate cleaning nails with fingernail file. Demonstrate scrubbing of nails with small brush. Sing "This is the way we_____" as each activity is carried on. Have "This is the way I do it" demonstration by each child.	Fingernail file Nail brush
clean shoes	Demonstrate the use of a mat by the door. Line up students and march outside. Return to room, cleaning shoes on mat.	Mat for cleaning shoes
	Demonstrate use of tongue depressor, broom and paper towel in cleaning mud from shoes. Give opportunity for lots of individual practice on muddy days. Encourage students to help friends clean shoes. Praise students for clean shoes and clean floor.	Tongue depressor Paper towel Broom
	Have a room helper who will sweep up any mud brought in on shoes.	Dust pan and broom
control drooling	Use full-length mirror to be sure child understands the meaning of drooling. Encourage all students to help others care for themselves when drooling.	Full-length mirror Facial tissue, and helpers
use facial tissues but may sometimes need to be reminded	Ask each student to bring in box of facial tissue with supplies at beginning of school year. Place a box on teacher's desk or other designated place for use by all students.	Facial tissue
	Demonstrate the uses of facial tissue (coughing, sneezing, drooling). Have "This is the way I do it" demonstrations by students.	Facial tissue
dispose of facial tissue	Demonstration by teacher. "This is the way I do it" demonstrations by students.	Facial tissue Waste basket
	Other suggested activities related to Cleanliness: Play matching games suggested in Primary Cleanliness Area.	
	Find pictures of bathroom furniture and fixtures found in home and school. Paste them in a booklet. Name the furniture or fixtures found.	Magazines Paper for booklet
	Find pictures of articles found in bathroom. Sort according to color.	Pictures of articles found in bathroom

Behavioral Objectives	Activities	Instructional Aids and Materials
Rest		
The child will be able to:		
respond to simple rest directions	**Vocabulary Development for Oral Language** rest, sleep, quiet, limp, close your eyes, put your head on your desk, pretend Use fingerplays to teach vocabulary.	Pictures to illustrate rest concepts (actual participation best for development of these concepts) Talking Time pp. 21,25
rest quietly after meals or activities without direction from teacher	Set up a regular routine for students to follow: After recess, come into the room and put your head on desk; or, after lunch, come into room, get your mat (or go to your cot), rest quietly on floor. Play soft music or music students especially enjoy so they will listen. Play story records or read stories students enjoy.	Record player Quiet records (See Suggested Materials at end of Skill Area) Story records, stories
tell what time he goes to bed	Talk about things you do before going to bed (eating dinner, watching television, taking a bath, etc.) Encourage students to get plenty of sleep. Show pictures of happy and sleepy children.	Pictures to illustrate sleep **Note:** Encourage parents to get child to bed for needed rest.
Feeding		
The child will be able to:		
identify many of the foods served in school cafeteria	**Vocabulary Development for Oral Language** fruits, apple, orange, peach, pear, grape, lemon, grapefruit, lunch, ham, hot dog, fish, hot rolls, vegetables, beans, peas, potatoes, corn, lettuce, tomato, carrots, dinner, beef, chicken, mustard, cornbread, spinach, milk, bread, cake, cookies, vegetable salad, fruit salad, breakfast, meat, hamburger, turkey, mayonnaise, buns, chile, tortilla, tamale, posole, spanish rice other foods served in your school cafeteria	Actual foods whenever possible Good colored pictures of food (before and after cooking) Artificial foods Peabody Kit Level P has some good artificial food

Behavioral Objectives	Activities	Instructional Aids and Materials
wash hands before lunch with reminding	See Cleanliness Activities for washing hands.	
carry tray with no spilling	Set up a mock cafeteria to practice carrying tray. Borrow tray and silverware from cafeteria. Carry tray from one end of room to another.	Mock cafeteria Trays and silverware from cafeteria
	Using a large sheet of brown butcher paper, draw a tray and the outline of silverware and milk. Let each student place the milk and silverware on the proper outline. Explain that these articles may be placed in the right position to prevent spilling.	Butcher paper with outline of tray, silverware and milk
take small bites	Demonstrate proper biting and chewing. Let students demonstrate for rest of class.	Crackers, cookies Finger foods
eat with mouth closed with reminding	Use small mirror to watch self biting and chewing with mouth closed. Show and discuss pictures illustrating right and wrong way to eat. Have tea parties to practice good eating habits. Demonstrate right and wrong ways to eat foods (Perhaps a class in the school would send students down for demonstrations). Have a "This is the way they did it" demonstration by TMH students showing how regular students performed.	Small mirror Pictures showing good and poor eating habits Small tables and chairs Finger foods Regular student demonstrations of good and bad eating habits
use spoon use fork use knife to cut soft meat	Stress the three finger position for holding the spoon and fork. Name the kinds of food we eat with a spoon; with a fork; or cut with a knife. Demonstrate use of silverware using food they have difficulty eating whenever possible. Have lots of play periods to practice holding silverware properly.	Spoon Fork Knife
use napkin when reminded	Have tea party for dolls. Show proper use of napkin. Have a snack period, stressing proper use of napkin.	Child-size table, tea set, dolls, napkin, juice, crackers
scrape tray and return to proper place with reminding	Set up an area in room (similar to that found in school cafeteria) for scraping tray, putting paper in wastepaper basket, and stacking trays to be washed.	Trays, garbage can, empty milk carton, silverware
	Plan a field trip to a local cafeteria. Ask manager to show students where they go through the line to select food, and what they do with their tray after reaching the table.	Field trip to local cafeteria
report spills and ask for help to clean up	Set up a mock cafeteria. Tell one student to spill his tray. Ask another child to demonstrate what he should do. Select another child for "custodian". Send for custodian to clean up spill.	Mock cafeteria Broom Mop and dust pan

Behavioral Objectives	Activities	Instructional Aids and Materials
clean table when eating at home or at room party when reminded	Have a "pretend party." Show students how to brush crumbs from table (with napkin) into a waste basket. Pretend you are a "mother" or "father." Show your "child" how to take his napkin and brush food from the table onto his plate. Pretend you are a waitress in a cafeteria. Show how to brush food from table onto tray, using napkin. Encourage good eating habits so that food is not scattered or spilled on the table. Then only a little cleaning of the table will be necessary.	Napkin Waste basket Napkin Plate Napkin Tray **Note:** Encourage parents to supervise eating, so good eating habits will not be broken.
eat from own plate at home and school	Talk about eating all the food on your plate so you won't get hungry. Ask for a second helping if you are still hungry, rather than take food from another's plate. He might not have enough to eat if you take his food.	
sit at the table with good posture	Ask other students in your school to demonstrate right and wrong posture. Let TMH students demonstrate correct posture. Show right and wrong pictures. Praise students who sit properly.	Demonstrations by regular students Pictures showing good and bad posture.
determine edible and inedible substances	Play "Do we eat this?" Use pictures of foods. Variation: Use pictures of foods and toys. Decide which ones are eaten. Make chart of edible foods – name each food. Make chart of inedible things – name each and tell why we don't eat it. Picture or Object Game: Leader holds up picture or object and asks: "Do we eat it?" If the student answers correctly, he holds up next card. Learn the names of foods we eat. The teacher will name one food and the child will find it. Have a store set up. Separate the cans into foods and cleaning products, etc. Let each student get one box and one can from the store. Decide whether the things are edible or inedible. Buy something from the store. Have two or three clerks. The clerk who finds the can or box for the student will sell it to him. The student may buy the can or box if he can tell whether it is edible or inedible.	Many pictures of foods Pictures of toys Chart of foods Chart of inedible substances Picture or objects Models of food Pictures of food Store with many empty cans and boxes **Note:** Suggest that parents send cans and boxes for store so you will get foods common to each home
choose some needed foods	Make health posters or booklets showing foods you would eat for each meal. Make a booklet showing the foods you ate in the cafeteria for a week. Have pictures of six or eight foods. Select the foods you will need for one meal. Tell why you selected the foods. Visit a fruit and vegetable store. Ask the manager if he sells anything that cannot be eaten.	Magazines Paper or tagboard Paste, scissors Cafeteria menu Pictures of foods Field trip

Behavioral Objectives	Activities	Instructional Aids and Materials
	Make a booklet showing foods you saw on field trip (these may be pictures of drawings by students).	Paper Pictures
	Other activities related to eating: Talk about foods we ate (or will eat) at lunch. Have pictures of food for identification. The teacher will read the food from the menu and the child will find the picture. Decide which foods are meat, vegetables, or fruits.	**Note:** Ask secretary to prepare cafeteria menu for each child to take home. Encourage parents to question child regarding lunch
	Talk about the silverware we use to eat each food. Find food pictures. Paste them on charts for later identification. (It may be necessary for the teacher to do some of the cutting and pasting if charts are to be preserved for later use.)	Silverware Food Pictures Tagboard
	Take shoe or cigar boxes and make a separate box for each of the following: fruits, vegetables, meats, beverages, and desserts. Paste several pictures on the top of each box so the students can easily recognize the category. Give each student pictures of fifteen foods to place in the proper box. After he has sorted the pictures, let him name them for you as you check to see that the pictures were placed in right category. Collect two or three identical pictures of foods. Give each student ten pictures and ask him to match the ones which are alike.	Cigar or shoe boxes Good pictures of fruits, vegetables, meats, beverages and desserts Fifteen foods which can be easily stored in the above categories Identical food pictures for matching
	Play "Soup Stone" – a beggar has a soup stone. The students are holding vegetables needed for the soup. He goes to each student and asks if he can make soup. If the student answers "yes" the beggar asks him for one of the vegetables. If he is holding the vegetable, he gives it to the beggar. If he is not holding the vegetable, the beggar must go to the next student and continue begging until he receives all the vegetables he needs. When the necessary ingredients have been obtained, take turns preparing the vegetables for soup. After the vegetables are cooked, eat the soup with crackers. Practice good eating habits and use napkin. Clean table after eating.	Pan to cook soup Salt, water, carrot, potato, celery, milk, bouillon cube Food parer Knife Spoon Crackers Hot drink cups or bowls Plastic spoons, napkins
transfer all learned skills to classroom parties and home	Have classroom parties on special occasions. Encourage proper eating habits. Have "Open House" and invite parents to school cafeteria with own child to observe his eating habits.	Classroom table Refreshments for party **Note:** Talk to parents regarding eating skills practiced at school Encourage home cooperation

Behavioral Objectives	Activities	Instructional Aids and Materials
Dressing The child will be able to:		
give correct name for articles of clothing and dressing skills	**Vocabulary Development for Oral Language** boots, shoes, coat, cap, zip, scarf, lace, tie, button, mitten, gloves, jacket, right, left, socks, blouse, shirt, jeans, coat hanger, coat rack, sweater, garment, pants, dress lost and found box	Articles of clothing Pictures of clothing
remove outer garments with help	Remove outer garment with supervision. Make certain the garment is right side out so it will be ready when needed.	Outer garments
hang outer garments in proper place	Hang the garment on coat hanger. Button or zip garment so it will not fall off. Hang coat hanger under name card.	Coat hanger Coat rack Student name cards placed above rack.
find own outer garment put on outer garment and work zipper if started	Pretend you are going outside. Find your coat, bring it into the room, put it on, etc. Practice with button and zipper dressing frames. Practice buttoning and zipping own garments. Fingerplays – "Dressing up"	Own coat Button Dressing Frames Zipper Dressing Frames, own outer garments Let's Do Fingerplays pp. 16-20
put on mittens with supervision	The following procedure may prove helpful in putting on or taking off mittens. 1. Take off right mitten 2. Put right mitten in right pocket of coat or jacket 3. Take off left mitten 4. Put left mitten in left pocket of coat or jacket 5. Take off coat 6. Hang up coat When ready to put on mittens 1. Put on coat 2. Put left hand in left pocket and get left mitten 3. Put left mitten on left hand 4. Put right hand in right pocket and get right mitten 5. Put right mitten on right hand	Mittens Coats **Note:** This procedure may be used with with gloves when child learns to put on gloves

Behavioral Objectives	Activities	Instructional Aids and Materials
put on boots put on shoes, but may not be able to tie them	Practice taking off and putting on own boots. Practice taking off and putting on shoes. If shoes lace, take out laces and put in again. Make a game of following, developing rhythmic movements: Stress that the lace on the right side is always the leader. 1. Thread lace through both bottom holes 2. Put ends together and pull to make both sides the same length 3. Put right string across and thread 4. Pick up left string and thread across 5. Put right string across and thread 6. Tie bow. Practice tying bow around body using terry cloth belt.	Boots Own shoes Lacing shoe Terry cloth belt
	Use Montessori Boards for lacing and tying. Fasten two ribbons of contrasting color to edge of board. Tie bow.	Montessori Dressing Frame Board with 2 ribbons of contrasting color attached to it
tie scarf with help	Use large plastic bottle for head model to practice. Place the "head model" facing the same direction as the child so the tying will be more realistic. Suggest tying scarf in double knot so it will stay in place. Get doll ready for cold or windy day.	Large plastic bottle Scarf Doll, doll clothing
adjust clothing with large buttons	Fasten and unfasten clothing. Use Dressing Frames with large buttons. Use Buttoning Vests with large buttons.	Own clothing Button Dressing Frames Vests with large buttons
recognize own clothing in lost and found box	Play "Whose Garment is This?" Hold up an outer garment and let student identify own clothing.	Student's outer garments
	Pretend coat is lost. Look in room "lost and found box." Let student identify coat in box.	Lost and found box Student's coat
	Bring old clothing from home for room "lost and found box." Put one or two coats into box with the clothing. See if student can find his own coat among the clothing.	Old clothing from home Several students' coats

Skill Area – Self-Help
Level – Prevocational

C.A. 13.0-16.11
M.A. thru 6.11

Behavioral Objectives

Physical Health and Hygiene

The learner will be able to:

use correct names for grooming aids

Activities

Vocabulary Development for Oral Language

comb	grooming	napkins (girls)	toothpaste
brush	nail brush	clothes brush	deodorant
facial tissue	fingernail file	toothbrush	

make-up as needed by individual young ladies

Review activities in Primary and Intermediate area for learning articles in Good Grooming Box.

Put several articles from Grooming Box into paper bag. Let students feel them and guess what is in the bag.
Make a "Good Grooming Book." Cut pictures from magazines. Paste all the the combs on one page, toothbrushes on another, etc. Copy the word for each page from the board. Cover with construction paper and an original drawing of a well-groomed person.
Show your book to the class and tell them the name of each article pasted in book.

make own grooming box with minimum of help

Find a Good Grooming Box large enough to store all the following articles:

comb	mouthwash	napkins (girls)	toothpaste
brush	nail brush	clothes brush	deodorant
facial tissue	fingernail file	toothbrush	

make-up to meet individual needs

Let each student decorate his box as he wishes. Have various materials available for his selection. Be certain each box is well marked for easy identification.

(Locker space is needed at this age level to store additional grooming supplies and clothing which may be needed. If regular school lockers are not available, search your school or second hand store for old cabinets, file or wooden, or drawers used for sorting or storing equipment. Put name on his space.)

keep his own locker neat and clean

Stress importance of clean and neat lockers. Have a certain place to store things in your locker. Have locker check and give some kind of recognition

Instructional Aids and Materials

Note: Encourage teachers to contact Child Development Center, Santa Fe for professional aid in health care.
Actual grooming aids
Pictures illustrating good grooming

Paper bag
Articles from Good Grooming Box
Pictures of grooming aids
Paper, paste, construction paper

Large sturdy box
Articles to fill box

Wall paper, scissors, construction paper paste, miscellaneous materials

Regular school lockers with locks (Use key locks; combination locks are too confusing)

Bulletin board showing pictures of "good housekeeper."

Behavioral Objectives	Activities	Instructional Aids and Materials
	to the person or persons having the neatest and cleanest lockers. (This might be a bulletin board display showing a picture of child.)	**Note:** An instant type camera for making needed pictures is a must
shine own shoes with supervision	Set up Shoe Shine Corner for use during specified grooming periods. Practice shining own shoes. Practice shining friend's shoes.	Shoe shining kit, shoe polish **Note:** Don't forget to ask for shoe polish when an organization offers supplies
shave with supervision	Have shaving equipment in the room for demonstration and use (with supervision) by few who may need it. Have a screen so girls can be separated from boys for underarm and leg shaving.	Shaving equipment Screen
manicure own nails with supervision	Have manicure set in room for demonstration and use during specified grooming periods. If students have difficulty manicuring own nails, manicure a friend's nails for practice.	Manicure set **Note:** In starting Grooming Book show well groomed people. As each grooming area is studied, add to book, pictures illustrating that area
Personal Cleanliness		
The learner will be able to:		
bathe with minimal supervision	(Review vocabulary from Primary and Intermediate areas. Vocabulary for this level will be taught as the need arises.)	
	Make a bulletin board showing equipment needed for a bath. Demonstrate giving a doll a bath (at this age level, you may want to divide the boys and girls for specific cleanliness instructions). Discuss the importance of taking a daily bath or shower. Give lots of time for students to bathe doll. Talk about the different kinds of baths (shower, tub, sponge).	Pictures of things needed to bathe Plastic tub, soap, towel, doll, wash cloth
	Take a trip to the Boys and Girls P. E. locker rooms to see the showers. Ask the P. E. instructors to assist you in giving the students a shower on a very hot day.	Girls and Boys P. E. showers **Note:** If there are no bathroom facilities in the home, invite the parents to school for showers. Enlist help of parents in supervising showers in P. E. dept.
use deodorant with supervision	Ask school nurse to discuss importance of frequent baths and use of deodorant to prevent body odor. Encourage the use of deodorants before coming to school. (If there is an unpleasant odor about a student, give him an opportunity to go to the restroom	School nurse

Behavioral Objectives	Activities	Instructional Aids and Materials
	to sponge off and to use deodorant.)	
select clean clothing (with some supervision) to wear after bathing	Discuss cleanliness of clothing. Show pictures of persons wearing clean and dirty clothing. Decide which persons you would want for friends.	Pictures of persons wearing clean and dirty clothing
	Get a pair of dirty socks. Put in a jar and keep tightly closed for several days. Take off lid and let each student smell. Explain that dirt cannot always be seen, but can be smelled. Talk about the need for frequent change and airing of clothes. Smell the socks again. Explain that all clothing worn next to the body should be laundered every time it is worn. Make a booklet showing clothing worn next to skin. Give reasons why these clothes should be changed everytime you wear them. Demonstrate washing clothes by hand. Let students bring some of their underwear and socks from home to wash.	Old pair of dirty socks Jar with lid Construction paper Catalogs, paper and paste Socks, underclothes for washing
	Show proper use of water softener or fabric softerner and detergent. Explain that it is easier to wash clothes that haven't been worn too long and become filthy. Wash some drip-dry clothes if you have a washer and dryer.	Fabric softener Detergent Washer and dryer
	Show movies for boys. (See your school nurse for suggestions.) Show movies for girls. (See your school nurse for suggestions.)	Movies Movies
clean up restroom after self with supervision	Take turns cleaning restroom. Talk about dirty restrooms you have seen. Ask school nurse to come in for discussion of diseases caused by filthy restrooms. Find pictures of clean restrooms. Mention how pretty they are.	Cleanser Toilet bowl cleanser Brush School nurse Pictures of pretty restrooms
use public restrooms	Discuss community responsibility in use of public restrooms. Take a field trip to a nearby public restroom. Compare public restroom with school restroom. Find out who cleans public restrooms. Discuss ways to keep all restrooms clean.	Public restroom Field trip
	Enlist cooperation of school nurse, coach and principal in periodic checks on students in restrooms without supervision. (Make certain that the students understand that restrooms are not places to play. This will help older students understand that they do not linger in public restrooms to make new friends.)	School nurse Coach, principal **Note:** Caution parents to train boys to use zipper instead of dropping pants to floor in public restroom. There are still many misunderstandings of mentally retarded adults and immature behavior may be misinterpreted

Behavioral Objectives	Activities	Instructional Aids and Materials
	Take small groups of students of a restroom. Let them take turns going into the stall with the door. Stress closing the restroom door when using public restroom.	School restroom
The learner will be able to: recognize some of the written words and use the others in oral language	**Vocabulary Development for Self-Care and Oral Language** toilet, restroom, lavatory, shower, boys, girls, women, men, ladies, gentlemen, soap, tub, urinal, toilet paper, napkins (girls), towel (paper, cloth)	Flash cards for boys, girls, women, ladies, men, gentlemen, toilet Find articles or colored pictures of others words
	Make flash cards of the words you are teaching the students to recognize. Play word games – Hold up card and give clues to what the word is. Let the child who guesses correctly hold the card. Put words over doors – Say "Who goes thru this door?" "Why?"	Flash cards
care for teeth at home and school with some reminding and supervision	Find pictures on dental care to be used on bulletin board. Make chart for record of students who brush their teeth before coming to school. Let each student find his name, the correct date and put a star. Ask school nurse to discuss foods that cause tooth decay. Ask school nurse to demonstrate brushing teeth.	Pictures on dental care Chart with child's name, days of week School nurse
	Get old teeth from dentist. Place one tooth in a baby food jar with a substance which will cause tooth decay. Close jar tightly and leave for several weeks or months to note rate of decay. Visit a dentist's office. Ask the dentist to show you how he cares for teeth. Take a field trip to a local dental association for bulletin board pictures.	Substance which will cause tooth decay Old teeth Baby food jar with lid Dentist's office Excellent pictures may be obtained from: American Dental Assn. 222 East Superior St. Chicago, Illinois
	Take field trip, if possible, to local dairy council for bulletin board pictures and stories. Ask someone from the Dental Association to visit your room and talk with the students so they can be friends with several dentists.	National Dairy Council 11 North Canal Street Chicago, Illinois Dairy Council of the Rio Grande Valley 139 Madison N.E. Albuquerque, New Mexico

Behavioral Objectives	Activities	Instructional Aids and Materials
	Filmstrips about dentists. (Ask your school nurse for suggestions.) Filmstrips and Films (talk with your dentist and school nurse for suggestions)	Movies and filmstrips
use correct word for vocabulary related to ears, nose, mouth, eyes	**Vocabulary Development for Oral Language** nose, doctor, lips, eyelashes, ears sneeze, office, well, blind, hearing aid cough, mouth, nurse, see, deaf facial tissue, tongue, eyes, dentist, audiometer smell, teeth, eyelid, sick, hospital	Models which can be taken apart (often available from Health and Science teachers) Good pictures of eyes, nose, mouth and ears
	Make flash cards for doctor's office, nurse, dentist's office, and hospital. Tell how the doctor, nurse, and dentist help them, holding up these words as you talk.	
	Make a bulletin board using pictures of hospital, doctor, nurse, and dentist. Put the written word under each picture. Match flash cards with words under pictures.	Pictures of doctor, nurse, dentist, hospital Flash cards of above words.
	Have a mystery box for each of four senses. Paste a flannel nose on first box, flannel mouth on the second box, a flannel eye on the third box and a flannel ear on the fourth. Collect a supply of objects and foods to represent the concepts of smell, see, taste, and hear. Divide class into two small groups. Give two mystery boxes to each group. Mix the objects in the boxes. Sort into correct mystery box. (This project will need supervision.) Name the sense organ used with each object. Work with facial puzzles to learn the proper position of nose, eyes, mouth and ears on each person. (Suggested puzzles are baby, sister, brother, mother, father, grandmother, and grandfather.) Find large faces of individuals. Cut out face and paste on cardboard. Cut into puzzle of eight or ten pieces. Work the puzzle. Identify the parts of the face and tell the use of each part. Make a felt face for use on flannel board. Have removable eyes, ears, nose and mouth.	Four mystery boxes Sense organs made from flannel Objects and food Small groups Two mystery boxes Puzzles available from Developmental Learning Materials Faces in color from magazines Cardboard Paste Flannel face with removable features
give acceptable care to mouth with reminding and supervision	Talk about uses of mouth and reasons why it should be kept clean. Remind students to brush teeth at home to prevent bad breath. Introduce mouth wash. Demonstrate gargling and spitting. Ask school nurse to review cleanliness activities for mouth. Films and filmstrips suggested by school nurse. Practice "This is the way I do it" when sneezing and coughing.	Mouth wash for each student School nurse Films and filmstrips Facial tissue

Behavioral Objectives	Activities	Instructional Aids and Materials
give acceptable care to eyes with supervision and reminding	Examine model of eye. Teach the parts of the eye according to the abilities of your students.	Model of eye
	Discuss reasons why we must take care of our eyes.	
	Show how to remove matter from eye before coming to school.	Wash cloth, warm water
	Ask a person who wears glasses to come to room and demonstrate proper care of glasses.	Person who wears glasses
	Ask a blind person to come to school and bring his "Seeing Eye Dog."	Blind person
	Use eye chart and test vision of students.	Eye Chart
	Play "Blindman's Bluff" – try to find someone in the classroom while you are blindfolded.	Blindfold cloth
	Blindfold each student and let him try to guess what something is by feeling it.	Blindfold cloth Object a child recognizes
	Borrow Braille books from regional Braille society to demonstrate how blind people read. Borrow large print books to show how partially seeing persons read.	Braille book Large print books
	(Bring all resource persons and materials to classroom to help explain that some of these conditions might exist for us if we do not take good care of our eyes while we are young.)	
	Films and filmstrips suggested by school nurse.	Films and filmstrips
give acceptable care to ears with reminding and supervision	Examine model of an ear.	Model of ear
	Demonstrate proper cleaning of ear.	Wash cloth, warm water
	Ask school nurse to discuss the dangers of putting things into your ears.	School nurse
	Pretend you do not hear well. Ask students to close eyes and whisper a command very softly. See if students respond to command. Explain that hard of hearing or deaf persons cannot always hear sounds.	
	Ask a hard of hearing person to come to school and talk with the students.	Hard of hearing, resource person
	Invite someone who wears a hearing aid to talk with the students.	Resource person who wears hearing aid
	Use audiometer to test hearing of all students.	Audiometer
	Have a short clean up time for students who do not clean ears before coming to school.	Restroom
	Films and filmstrips suggested by school nurse.	Films and filmstrips
	Make posters showing games we should not play near someone's ear.	Posters, pictures
give acceptable care to nose with reminding and supervision	Make a mystery box. Place a number of objects with different odors in the box.	Mystery box
	Ask student to close eyes. Hold up one of the objects under his nose for identification.	Articles or foods to smell
	Ask nurse to show how to blow nose when you have a cold.	Demonstration by school nurse
	Demonstrate use of facial tissue when coughing and sneezing.	Facial tissue

Behavioral Objectives	Activities	Instructional Aids and Materials
	Discourage unsightly nose picking. (Suggest child keep his hands in his lap if he is not working.) Show what can happen if you get facial make-up into nostril (sneezing, burning, swelling, etc.) Discourage use of make-up until proper techniques are learned. Films and filmstrips suggested by school nurse.	Films and filmstrips
use correct words for conditions of hands and proper cosmetics for them	**Vocabulary Development for Oral Language** hands rough dirty lotion vaseline soft clean chapped cream Show pictures and identify the conditions of the hands. Then ask, "Which picture shows rough hands?" etc. Find pictures of rough or chapped hands. (Roughness may be illustrated by cutting a hand out of sandpaper.) Discuss causes of roughness and mention that it can be prevented by use of lotion or cream. (If unable to afford lotions or creams, ask parents to provide vaseline.)	Pictures showing various conditions of hands Bottle of lotion, jar of cream and jar of vaseline Magazines Hand cut from sandpaper Lotions Creams
	Discuss reasons for having clean hands when eating or handling food.	
care for hands with supervision	Review washing techniques and application of lotion. Show pictures of nice, clean hands and dirty, rough hands. Describe the care each set of hands received. Show pictures of beautiful hands with manicured fingernails. Review care of fingernails. See that each student has necessary equipment to care for his fingernails. (These may be articles in own Grooming Box or articles available from room manicure set.) Demonstrate what rough hands will do to delicate clothing. Films and filmstrips suggested by school nurse.	Pictures of clean hands, pictures of rough, dirty hands Pictures of hands with manicured nails Materials needed for nail care Sandpaper hand, pair of hose or other delicate clothing Films and filmstrips
use correct words related to feet and their care	**Vocabulary Development for Oral Language** feet toe trim cut bunion foot toenail corn file Find pictures of feet. Demonstrate the washing of feet using a doll. Give students time to wash doll's feet.	Pictures of feet Flannel board foot with removable parts Plastic pan, doll, wash cloth, soap, water
care for feet with supervision	Show how to trim toenails.	Scissors

Behavioral Objectives	Activities	Instructional Aids and Materials
	Caution against buying shoes too small. Ask nurse to discuss diseases of the feet and how to prevent them.	Clippers School nurse
use correct words for conditions of skin and its care	**Vocabulary Development for Oral Language** skin smooth soap bath tub facial tissue clean rough towel lotion cream dirty chapped bathing wash cloth	Real articles whenever possible Pictures to illustrate conditions of skin
	Look for pictures of materials used in skin care. Identify each material. Make a booklet from pictures, save them for future identification or use them for bulletin board display.	Pictures of materials used in skin care
care for skin with supervision	Review correct way to wash hands and face, then show how to dry hands and apply lotion to prevent chapping.	Wash basin, soap, towel, lotion
	Review correct procedure in taking bath. (Stress that bathing is a private matter and should be done with the bathroom door closed.	Wash basin, soap, towel, doll, wash cloth
	Demonstrate cleansing of skin using cream and facial tissue or cream and soft cloth.	Facial tissue, cream, cloth
	Ask your public health officer to visit the room. Ask him to bring individual containers for germ growth. (Let students touch inside of box, breathe into the box, etc. Close tightly and watch bacteria form.) Mention the need for own towel and wash cloth to prevent spread of germs.	Public health officer Containers for germ growth
	Ask nurse to discuss common skin disorders and how they can be prevented.	School nurse
use correct vocabulary when discussing menstrual care	**Vocabulary Development for Oral Language and Understanding** belt – put on belt deodorant – put deodorant on napkin napkin – place napkin properly, change napkin regularly bathing – wash or bathe carefully during this time Wrap napkin carefully and put in waste basket. Period cramps	Actual articles **Note:** Talk with mother regarding procedures practiced at home. Ask mother to report to teacher when period starts Slides, Clausen and Roach
care for self during menstrual period with reminding and help	Have each girl bring a box of napkins and belt to school to leave in her locker. Label box with girl's name and place in locker. Ask each girl to bring a change of underclothes in case it is needed. Label and place in locker.	Napkin and belt Change of underclothes
	Ask nurse to talk with girls regarding personal hygiene during menstrual period.	School Nurse
	Set aside an area of the room (hidden by screen) so the girls can demonstrate the	Large doll, napkins, belt, water, washcloth

Behavioral Objectives	Activities	Instructional Aids and Materials
	correct care of self during period, using a large doll.	soap, wash basin
	Encourage participation in school activities except when she has cramps.	
	Show films shown to Sixth Grade Girls.	Movies
	Show other movies suggested by coach or school nurse for boys.	Movies
	Check all unpleasant odors. Take individual girl to restroom and supervise while she washes properly, deodorizes pad, changes napkin and disposes of it. Explain the odor to her. Mention that people do not like to smell this odor. Repeat this procedure with each student until the odor is not present.	Supervised menstrual care in restroom as needed
use words which describe the hair and its care	**Vocabulary Development for Oral Language** hair, comb, brush, set, shampoo, trim, clean, healthy, tease hair, rollers, detergent, cut, bobby pins, dryer, beauty operator, beauty school, curlers, dandruff, For Girls Only	As many actual objects as possible Pictures of the other objects
care for hair with reminding and supervision	Find pictures of well-groomed hair. Discuss how the hair was cared for.	Pictures of well-groomed hair
	Make a bulletin board showing hair styles suitable for young ladies. Tell how the hair was cared for.	Pictures of hair styles suitable for teenagers
	Find pictures of articles needed to care for hair. Put pictures on bulletin board.	Pictures of articles used in hair care
	Comb hair in front of mirror.	Mirror, comb
	Ask beauty school to send students to give demonstrations on shampooing, brushing, curling, etc.	Students from beauty school
	Get hair dryer for room so hair can be shampooed and styled each week.	Hair dryer
	Ask beautician to give demonstration on combing and brushing of hair.	Beautician
	Show how to clean comb and brush. (Place both in basin or lavatory. Add about a teaspoon of detergent. Pour hot water over comb and brush. Let set about 15 minutes or overnight. Brush out stubborn dirt with old toothbrush.)	Basin Detergent Old toothbrush, comb, brush
	Make certain that each girl has a comb and brush for her Good Grooming Box.	Comb Brush
	Discuss reasons why hair should not be combed in public places.	
	Show pictures of well-groomed hair and hair in curlers. (Suggest that young ladies not leave home when hair is in curlers.)	Pictures of well-groomed hair, hair in curlers
	Discuss dandruff and what causes it. Find pictures showing dandruff, or add it to dark clothes using white tempera paints.	Pictures illustrating dandruff
	Set off a special corner for hair grooming.	
	Put up a screen with sign, "For Girls Only."	Screen Sign, "For Girls Only"
rest when reminded	Discuss reasons for getting plenty of sleep.	**Note:** If students seem unusually tired for periods of time, talk with parents concerning sleep habits.

Behavioral Objectives	Activities	Instructional Aids and Materials
	Bring clock to room. Set the clock at the time teenagers should go to bed and get up. Show pictures of happy and grouchy people. Decide which ones we would want for friends. Ask school nurse to talk about need for sleep. Show movies and filmstrips suggested by school nurse.	Clock Pictures of happy and grouchy people School nurse Movies Filmstrips **Note:** It is time to start developing an understanding the need for medical care and hospitals. Visit a doctor's office or ask someone from the Medical Association to tell the class how doctors make us well and to stress that medicine is taken under doctor's orders only. Visit a hospital, if possible. Ask a nurse in a white uniform to come visit and talk about hospitals and how they care for us.
Eating and Table Manners		
The learner will be able to: use the right vocabulary for eating	**Vocabulary Development for Oral Language** meal, lunch, dinner, breakfast, cafeteria, restaurant, drive-in, fork, spoon, knife, custodian, cook, vegetables (names as needed), fruits (names as needed), meats (names as needed), salads (names as needed), desserts (names as needed)	Actual foods before cooking Pictures of cooked food Pictures of places to eat
get ready for lunch when reminded	Review reasons for having clean hands when eating. Review correct procedure for washing hands. Practice lining up and staying in line while washing hands and waiting for others to finish. Give lots of opportunities for washing hands so students will form habit of washing when hands become dirty. Stress quiet talking in line and in cafeteria.	Lavatory or wash basin Soap, paper towels
eat all food on tray	Make posters showing a well-balanced breakfast, lunch, and dinner. Collect pictures of foods eaten for lunch and sort according to fruits, vegetables, meat or main dish, salads, desserts, drinks.	Box labeled for each category (shoe boxes cut down or hosiery boxes make excellent storage units.) Paste a picture and the word for each category on top of box

Behavioral Objectives	Activities	Instructional Aids and Materials
	Invite the cafeteria supervisor to speak to your class and explain how she plans meals.	Cafeteria supervisor
	Visit your local dairy association for excellent pictures showing the different foods we should eat each day.	Field trip to local dairy association
	Talk about the foods we will have for lunch. See if foods from each food group are being served. Explain that well-balanced meals keep us well. Encourage students to eat all food on tray.	
	Make a monthly school lunch booklet. Find pictures of the foods you ate for lunch. At the end of the week, check your booklet against the school menu to see if you have eaten properly.	Paper, paste Magazines Lunch menu
	Visit the cafeteria for short tours, meeting the cooks to learn how they plan and prepare the meals.	Tour of school cafeteria
use knife for cutting in sawing fashion	Demonstrate correct use of knife. Take turns showing your friends how to cut with a knife.	
	Borrow a churn and get carton of cream from local dairy association (Most will donate it.) to make butter. If churn is not available a quart jar may be used. Put the cream in a jar, screw lid on tightly and shake. When butter is made, drain off milk and work out excess milk using butter paddle or spatula. Add salt to taste and refrigerate. (Sometimes grandmothers are happy to visit school and show the students how to make butter.)	Churn Cream Spatula or butter paddle Salt
	Next day, let girls make pancakes from pancake mix. (This can be cooked in electric skillet or hot plate and skillet, if stove is not available.)	Stove or electric skillet Or hot plate and skillet
	Serve the pancakes to the boys to be eaten with butter and syrup. Demonstrate correct way to cut butter and the pancakes.	Butter, syrup **Note:** Don't forget to brush teeth after eating
identify and use proper utensil when eating meat, soup, dessert, etc. with reminding	Matching Games: Have set of plastic spoons, forks and knives.	Plastic set of silverware
	Find pictures of foods we enjoy. Match the food with the correct eating utensil.	Food pictures
	Speech Improvement Game: Teacher: "What silverware do you use when eating ice cream?" Student: "I eat ice cream with a spoon, etc."	
	Make posters showing foods we eat with fork, spoon and knife. Identify foods and silverware.	Food pictures Tagboard
eat at a reasonable speed most of the time	Carefully supervise eating habits in school cafeteria. Remind students of proper procedures in the dining area, but not to the point that he is ridiculed by other students in dining room. Call attention to bad eating habits when you return to classroom.	
save dessert until end of meal	Set up mock cafeteria in room. Make trays using cardboard and butcher paper. Find pictures of the foods for each meal (enough pictures for each students).	Trays drawn on butcher paper or cardboard Pictures of foods served in cafeteria

Behavioral Objectives	Activities	Instructional Aids and Materials
	Select two persons for cooks. Let them put the pictures of the foods on the trays. Let each student get his tray and march to the table. Talk about the foods on tray and which ones we eat first. Identify the dessert and leave it until all other food on tray is eaten.	(Girl Scouts and Campfire Girls will help find pictures.)
wipe mouth when necessary with occasional reminding	(Note the students who need practice in cleaning mouth, chewing, etc.) Discuss ways to keep mouth clean. Let students eat finger foods, watching self in mirror, so he will be aware of dirty mouth. Demonstrate eating slowly, with mouth closed pointing out that the food cannot get on the mouth and face if we chew with mouth closed. Remind students to use napkin frequently in dining area. In room look at pictures of persons with dirty faces and clean faces. Decide which ones we would want for friends.	Finger foods Mirror Pictures of clean and dirty faces
	Have a room check to see how many students have clean mouths when they return to room. Give students time to wash face when brushing teeth.	Helper to check faces
scrape and return eating utensils	Observe students in cafeteria, noting area in which they need practice. Set up mock cafeteria in room with area for scraping trays. Demonstrate correct way to scrape tray for those having difficulty.	Mock cafeteria with area for scraping trays
clean up table after eating	Demonstrate cleaning table by brushing spilled food onto tray with napkin before leaving table. Put paper on table in room for student practice.	Napkin Tray, small pieces of paper
report and clean up spills	(This will be an excellent opportunity to involve your school custodian.) Invite custodian to tell how he keeps the cafeteria clean. Get a broom, mop, and dustpan for room use. Practice sweeping floor each day and mopping floor at least once per week. Learn where mop is kept in school cafeteria. Assign a helper to clean up any spills at our table during lunch. Encourage the custodian to allow students to help him clean up spills in the cafeteria (especially good for boys).	School custodian Broom Mop Dustpan **Note:** Call custodian by name and be respectful to him and his job **Note:** Custodian may consent to allowing TMH boys to mop school cafeteria. If the students do a good job, they may be allowed to clean up halls and playground. If they are noisy in halls, suggest that teachers close classroom doors for short times while halls are being cleaned
set table	Draw a place setting on butcher paper.	Place setting drawn on butcher paper

Behavioral Objectives	Activities	Instructional Aids and Materials
	Practice setting table using inexpensive stainless steel silverware and plastic or melmac dishes. (Visit home to see how formal the evening meal will be. Encourage parents to consider this a daily chore for their child.) Practice setting the table without the drawn place setting.	Stainless steel silverware, plastic or melmac dishes
prepare and cook simple meals with help	Make a bulletin board using articles needed for measuring ingredients. Practice the use of measuring cups and spoons many times before trying to cook any food. Use individual measuring cups to begin. Select a recipe to make and measure ingredients many times before mixing: measure sugar, put back into container; measure sugar again, put back into container, etc. Plan simple lunch to prepare and eat in the room one day per month. (Students pay lunch money to room fund to buy foods. See Simple Meal Recipes in Suggested Materials following skill area.) (Make a simple recipe book to take home so parents will know what students have been cooking at school. Use pictures and illustrations so students can understand it.) Contact your school cafeteria supervisor for supplies she can share with you. Take a field trip to a grocery store to buy needed foods for the meal. Cook the foods using stove, electric skillet or hot plate.	Various measuring cups and spoons Measuring cups and spoons Ingredients to measure **Note:** Boys may help if they wish. This is a good opportunity to show that meals must be paid for when you eat out The lunch may be the same price as cafeteria meal so students may be given a choice of food with each individual dish being priced as in public cafeteria.
	Have a room party and prepare chocolate milk with instant mix or cold drink mix. Invite another room to attend.	Chocolate milk mix or cold drink mix
	Prepare sandwiches and gelatin dessert for special holiday party. (Be sure the foods you prepare are simple and will be good to eat.)	Bread, sandwich meat, mayonnaise Gelatin
serve meals with supervision	Practice proper procedures for serving cookies and punch at party. Practice serving a meal cooked in room. Practice passing food at the table. Have open house and invite parents. Prepare and serve refreshments to the visitors.	Dishes for serving Napkins Refreshments **Note:** Encourage parents to allow students to prepare and serve simple foods at home
Care of Clothes		
The learner is able to: select seasonal clothing with supervision	Review Vocabulary Development for Oral Language on Intermediate Level with any student who is having difficulty remembering the names of his clothing.	
	Make posters showing hot, cold, rainy, and windy weather clothing. Make clothing booklets for each season.	Posters illustrating various kinds of clothing Paper, paste, catalogs
	Talk about clothing we wear for different weather conditions.	

Behavioral Objectives	Activities	Instructional Aids and Materials
care for own clothes with supervision	Review hanging up garments when arriving at school. Discuss ways of caring for all clothing.	Coat racks, garment **Note:** Make parents aware of dressing skills practiced at school and ask for cooperation at home
do simple washing and ironing with supervision	Do simple laundry in lavatory (bring few clothes from home). Do simple washing in washing machine. (Develop a vocabulary as needed for washing. You may want to teach the names of some of the new materials which can be washed and dried in dryer.) Keep an iron and ironing board set up at all times. Separate from rest of room with screen so it can be used in case of accident. Iron flat materials (pillow cases, dish towels, etc.)	Garments from home Fabric softener, detergent Washing machine Ironing board Steam iron **Note:** Encourage parents to allow students to wash and iron simple pieces
do simple sewing with supervision	Set up a sewing corner with sewing machine for simple stitching. Encourage students to sew on buttons and sew up ripped seams. Do simple embroidery. Have sewing cards for students who have difficulty working with small needle and thread.	Sewing corner with sewing machine Needles, thimble, assorted colors of thread **Note:** Make parents aware of sewing skills taught and encourage them to provide similar activities at home

Self-Help
Suggested Sources for Materials and Equipment

A. Daigger and Company, Inc.
Educational Teaching Aids Division
159 West Kenzie Street
Chicago, Illinois 60610

Eta Best Vests for Dressing Skills
Dressing Frames (lacing, hooks and eye, large button, small button, zipper, compression snap, bow tying, buckling)
Doll House
Doll Furniture

R. H. Stone Products
18279 Levernois
Detroit, Michigan 48221

Solid Maple and Birch doll house furniture – very sturdy available in living room, bedroom, dining room, kitchen and bathroom
Helpmates, buckle, button, zip with tie-on hood

Creative Playthings Inc.
P. O. Box 330
Princeton, New Jersey

Dress-Me Doll (for older children)
Bendi Baby (molded foam rubber)
Doll Clothes
Sew So Boards (Masonite) with laces

Childcraft Equipment Co.
155 East 23rd Street
New York, New York 10010

Rubberoid doll
Wooden family
Aluminum Luncheon Set
Housecleaning set
Kitchen utensils
Open top doll house

Childcraft stove
Childcraft refrigerator
Childcraft sink
Childcraft cabinet
Table Top Ironing set (ironong board with hardwood iron)

American Guidance Services Inc.
Publishers Building
Circle Pines, Minnesota 55014

Peabody Developmental Kit, Level P

Developmental Learning Materials
3505 N. Ashland Avenue
Chicago, Illinois 60657

Cuddly Kitty (put together pet -- snaps, buckles, etc.)
Superboard Lacing Cards with laces

Community Playthings
Rifton, New York 12471

Doll House (3 styles)
Doll House furniture (6 rooms)
Vinyl dolls with clothes
Chase dolls (for bathing)
Flagg Flexible Doll Family (5 members)
Aluminum Kitchen Set
Child-size tea table for four

Books and Pamphlets

Jones, Marion, *How To Tell the Retarded Girl About Menstruation.*
Neenah, Wisconsin: Kimberly-Clark Corp.

Grayson, Marion F., *Let's Do Fingerplays.*
Washington: Robert B. Luce Inc., 1962

Scott, Louise Bender and Thompson, J. J., *Talking Time*
St. Louis: Webster Division, McGraw-Hill Book Company, 1951

Scott, Louise Bender and Thompson, J. J., *Rhymes for Fingers and Flannelboards.*
St. Louis: Webster Division, McGraw-Hill Book Company, 1960

Carlson, Bernice Wells, and Gingland, David R., *Play Activities for the Retarded.*
Nashville: Abingdon Press, 1961

Cline, Kathy, "A Symbol Cookbook Program," *Teaching Exceptional Children.*
Summer, 1969, pp. 101-105

Bare, Claire, Boettke, Eleanor and Waggoner, Neva, *Self-Help Clothing for Handicapped Children and Adults.*
The National Society for Crippled Children and Adults, Inc. 1962, 84 pp.

Books for Students in School Library

Doorly, Ruth K., *Our Jimmy*
Westwood, Massachusetts: Services Associates (Box 224, 02090) $3.95 and 35¢ postage
Two parents tell their children about their retarded brother. Illustrated by retarded boy.

"Hello, Know Who I Am?"
Interesting, illustrated pamphlet of little retarded boy telling about retarded people. 5¢ per copy
Lee County Association for Retarded Children
2570 Hanson Street
Fort Meyers, Florida

Music (Quiet and Action) Books and Records

Gingland, David R. and Stiles, Winifred, *Music Activities for Retarded Children: A Handbook for Teachers and Parents.*
New York: Abingdon Press

Ginn and Company
The Kindergarten Book
The First Grade Book (enlarged edition)

Silver Burdett Company
Making Music Your Own K
Making Music Your Own (First Grade)

May's Music Company
514 Central Avenue S.W.
Albuquerque, New Mexico 87103
Bowmar Records and many others available. (Write for catalog)

Manners Can Be Fun
Summit Industries
P. O. Box 415
Highland Park, Illinois

Films and Filmstrips

International Communication Films
A Division of Doubleday and Company, Inc.
1371 Reynolds Avenue
Santa Ana, California 92705

Sleepy Heads (shows that animals and children need plenty of sleep)

A Thousand Eyes (shows proper care and protection of eyes)

Society for Visual Education Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Personal Cleanliness Record Films

1. Washing Your Hands and Face
2. Brushing Your Teeth
3. Washing Your Hair
4. Trimming Your Nails

San Mateo Public Schools
San Mateo, California

Slides and Teacher's Guide – "Time to Grow Up"
Sara Clausen and Antoinette Roach

Simple Recipes

National Dairy Council
Chicago, Illinois

Write for "Cooking Is Fun" (pictorial cookbook with simple recipes)

In setting up recipes for cooking with TMH, read the directions to them or set up recipe using picture of each step and ingredient used. Constant supervision is necessary.

Peanut Butter Kisses

Mix 1 cup Peanut Butter, 1 cup jam and 2 cups powdered milk.
Roll into a log.
Cut into rounds or squares, or roll into balls.
Chill and eat.

Butter Cookies

(Dough can be rolled in wax paper and kept in refrigerator to slice and bake as desired.)
Cream ½ lb. butter and 4 tbsp. powdered sugar.
Add 1 tbsp. vanilla, 1 cup flour, ½ teaspoon salt and mix well.
Add another cup flour and mix well. Put dough in refrigerator for 10 minutes to set.
Make small balls of dough around nuts if desired. Cook in slow oven 325°, until golden brown. When cool, put in plastic bag with powdered sugar and shake.

Peanut Butter Cookies (makes 4 doz.)

Blend ½ cup shortening and ½ cup peanut butter.
Slowly add ½ cup white sugar and ½ cup brown sugar. Cream well.
Sift 1 cup all-purpose flour, ½ teaspoon soda and ¼ teaspoon salt.
Add 1 egg to the shortening and sugar mixture.
Slowly add dry mixture.
Roll into balls and place on baking sheet.
Press each cookie with fork to flatten.
Bake at 350° F.

Oatmeal Cookies

Sift ¾ cup flour, 1 teaspoon baking powder, ½ teaspoon salt, ½ teaspoon cinnamon together.
Cream ¼ cup shortening and ½ cup sugar until smooth. Add 1 egg to shortening mixture.
Alternate adding dry mixture and 3 tbsp. milk to shortening mixture.
Add ½ cup raisins.
Stir in ¾ cup oatmeal. Drop by teaspoon on greased cookie sheet.
Cook about 12 minutes (until brown) in 375° oven.
Cool on rack and store in closed container.

Sandwich Suggestions

1. Mix peanut butter and jelly.

2. Cream cheese and pineapple.
3. Lunch meat with mayonnaise.
4. Lunch meat with mustard.
5. Mix peanut butter and strawberry jam.

Breakfast

Tasty Oatmeal

Combine 1 cup milk, 1 cup water and ½ teaspoon salt in saucepan.
Bring to a boil.
Slowly add 1 cup quick cooking oatmeal and cook for 1 minute.
Remove pan from stove and cover with lid. Let stand for a few minutes and add ¼ cup of raisins.

French Toast

Break one egg in shallow bowl and beat lightly.
Add ¼ teaspoon salt, ½ tbsp. sugar, ¼ cup milk and stir.
Heat butter or margarine in skillet.
Dip a slice of bread in egg mixture and brown on both sides in hot butter or margarine.
Eat with apple sauce, jelly or syrup.

Salads

(Get ice cream cups from cafeteria and make individual salads.)
1. Lime gelatin and carrots
2. Orange gelatin and carrots
3. Red gelatin and fruit cocktail
4. Red gelatin and miniature marshmellows
5. Lime gelatin with colored miniature marshmellows
6. Cream cheese and gelatin, beat until frothy. Add fruit cocktail.
7. Cabbage and apple (finely chopped) mixed with mayonnaise
8. Put mayonnaise in hollow of pear or peach halves. Top with grated yellow cheese.
9. On lettuce leaf, put pineapple slice with cottage cheese and cherry in center.

Instant Desserts

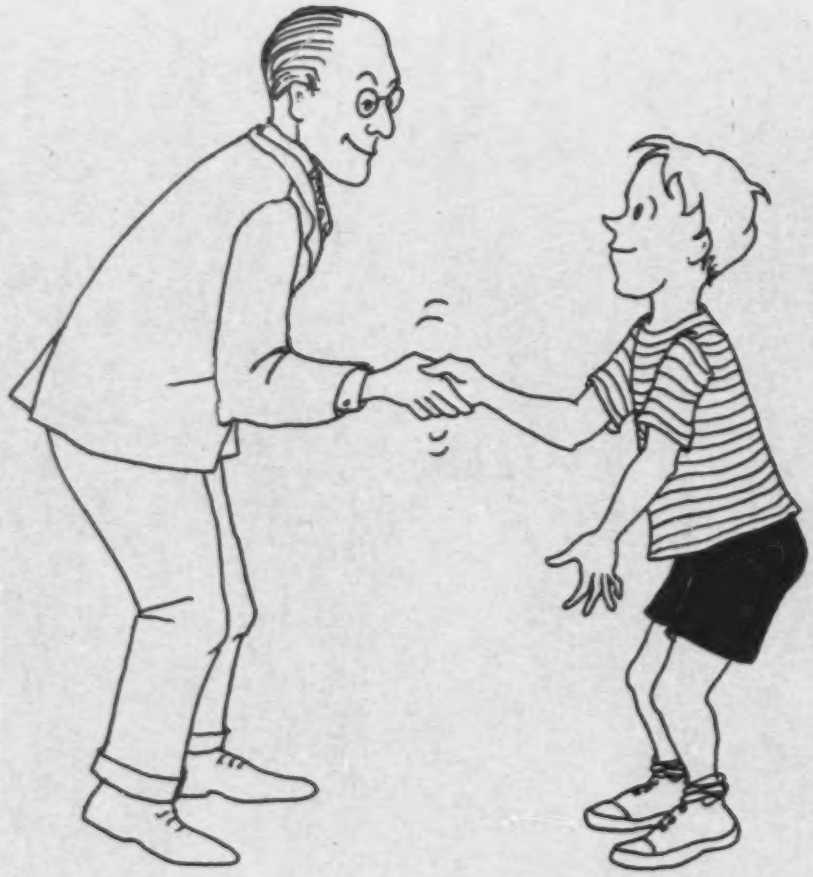
1. Fruit cocktail with whipped cream
2. Instant puddings made with milk
3. Frozen cookies to be sliced and baked
4. Cake mix to which water is added (mix and pour in cupcake fillers and bake)

A Meal in One

1. Hot Meal –
   Grease skillet and put in 1½ pounds ground beef, 3 medium potatoes (sliced), and 2 onions sliced. Add salt and pepper and cover. Cook slowly for 2 hours. Serve with catsup.

2. Quick Meal –
   Heat one can of mushroom soup. Slowly add ¼ cup milk. Cut cooked ham in small pieces and add 1 cup of ham to mixture. Season with salt and pepper. Serve over buttered toast.

SOCIAL COMPETENCY SKILLS



SOCIAL SKILLS

The importance of helping the TMH pupil build a foundation for skills of social competence cannot be overemphasized. In reviewing the reasons for failure of many TMH to make satisfactory life adjustments, research indicates that inability to make suitable adjustments to group situations at work and at play heads the list.

The teacher must keep in mind the ultimate goals of the TMH program, namely, achievement of maximum independence and economic usefulness. Even on a primary level the teacher must initiate skills, such as taking directions and completing work, which will eventually enable the child to get along on the job no matter how remote the latter possibility appears. The teacher must develop in the student a desire to be a cooperating member of a group or community; develop an understanding for the rights and property of others; develop skills necessary to give the student a feeling of security and belonging in group situations; and develop attitudes and relationships regarding boy-girl behavior.

Skill Area – Social
Level – Primary

C. A. 5.0 thru 8.11
M. A. 2.0 – 3.11

Behavioral Objectives

Activities

Instructional Aids and Materials

Note: Children learn from concrete experience. Actual objects and experiences should be used when possible. These objects and experiences should be a part of the daily plan. (See Suggested Materials at end of skill area.)
Children learn when presented with alternatives. Problem-solving situations should be presented regularly. Social Skill is very important on the job.

Group Relations

Awareness of Self

The child will be able to:

develop an acceptable self-image

Vocabulary for Oral Language Development

head	mouth	teeth	arm	foot
eyes	nose	lips	hand	knee
ears	tongue	hair	leg	shoulder

Child may or may not be able to say these words on command; will be able to point to body part named.

Flannel board, flannel head with separate eyes, ears, nose, mouth, hair to put on and take off. (See pattern end of skill area)
Full-length mirror of good quality
Mannequin puzzle
Instant-type photographs of each child
Mannequin-Peabody Language Development Kit, Level P

"If you're happy and you know it." – Song

(For complete song see Body Image Unit-Appendix)

tell whether boy or girl

Divide class – count boys and girls.
Separate photographs into boys and girls.

Draw entire body on brown paper; fill in parts, color.
Separate boys and girls, and place around room.
Draw self portrait.
Chalkboard drawings.
Talk about boy's clothes, girl's clothes.
Look through magazines for girls and boys.
Find girl's clothes and boy's clothes; make bulletin boards of these; make card games to classify and sort pictures.

Brown paper, crayons, scissors

Drawing paper, crayons
Chalk, chalkboard

Old magazines, scissors
Oaktag for chart or for card games

Behavioral Objectives	Activities	Instructional Aids and Materials
recognize name when called	Greet child by name. Play games requesting child to do something when his/her name is called or later when name card is held up.	Name cards for each child
recognize name on card	Make name cards; place around room for children to find. Label Grooming Box, hanger, chair and other appropriate objects with child's name. Match name cards. Play "Do What I Do."	Oaktag name cards Magic marker "Do What I Do" name cards Do what name on card held up does
recognize family members	Discuss members of family; be sure you know names of family members.	**Note:** Every two or three weeks a note should go home to parents indicating desired learnings being taught in the classroom and ways in which these may be reinforced at home. (See Appendix)
	Role playing; playing in doll corner with rubberoid models.	Set up doll corner with children and teacher-made furniture; painted cardboard; or furniture "scrounged" from parents or other sources. Doll family from Creative Playthings (negro and white)
know he is a member of a family	**Vocabulary for Oral Language Development**	Instructo family kits Hats of different helpers Large pictures of community helpers – David Cook Company Language Master cards with pictures of community helpers
tells names of his/her own family	mother, father, brother, sister, teacher, custodian, driver, cook, grandma, grandpa, doctor, principal, baby, policeman, fireman	
point to community helpers when named	Have children point to pictures when named. Put on hats of different helpers.	
Getting Along With Others		
The child will be able to:		
play with one other child in parallel play	Help two children to select a toy and to play together.	Have toy shelves where children can help themselves and replace in proper position on shelf.
share with reminding and supervision	Set up play areas – doll corner, kitchen, sand box, etc.	Preston Corp. -- Sand and water table, toys for playing, furniture, rug, dishes

Behavioral Objectives	Activities	Instructional Aids and Materials
	Let children know that you will mediate disputes.	Seek help from parents, P.T.A. and other sources for classroom equipment. Toy cars, several of each type Large blocks – Creative Playthings
participate in Show and Tell	Bring something to talk about with group.	
help other children with reminding	Encourage children to report needs and accidents. Respond to attempt to communicate.	
learn to take turns	Sharing toys, tricycles, wagons, etc. Rhythm Band. Take turns using different instruments. Try to get across the idea that things in school are for everyone to use.	Toys, tricycles, wagons Rhythm instruments
learn "yours" and "mine" with help	Role-playing with objects belonging to individual children and teacher.	
recognize own property with help	Find own coat, Grooming Box. Beginning of respect for others' property.	
Taking Simple Directions		
Child will be able to: follow teacher's directions	**Vocabulary for Oral Language Development** Please pick up_____ put away_____ get me _____ give me_____	
respond to teacher command	March Hop Move over Run Jump Get out of the way	**Note:** These are important learnings for child's safety.
accept reprimand	Teacher will have to demonstrate various actions required and go over them carefully with each child.	**Note:** This is particularly important on the job. Child should be subjected to some criticism situations so he learns to take it without "falling apart." Make bulletin board of all these directions. Have pictures illustrating them.
accept some change in routine	Have child respond to taped directions.	Make a tape recording Tape recorder

Behavioral Objectives	Activities	Instructional Aids and Materials
	Have child follow directions on record.	Record Listening and Moving Educational Activities
	Modified nursery games: The Farmer in the Dell	Try to simplify as much as possible; don't expect children to remember words but may get sequence of game.
ask for help	Recognize teacher or other adult as source of help.	
Safety – Home and School		
The child will be able to:	**Vocabulary for Oral Language Development** STOP HOT BE CAREFUL DON'T TOUCH MOVE FIRE GET OUT OF THE WAY	
go up and down steps (two feet per step if necessary)	Practice going up and down stairs.	Preston Corp. – Steps
open and close doors carefully	Play "doorman"; take turns.	Practice with door handle Screwing bottle caps on and off might help with this
walk in school	Discuss – walk in school so will not slip and hurt self or others.	
respond to fire drill	Regular school fire drills demonstrations, practice. Know EXIT, where to go, when to return.	EXIT sign with illustration
use scissors carefully with supervision	Role-play proper way to carry scissors, to hand them to others. Cutting.	Left handed scissors are available from Preston Corp Make Teacher-helper scissors. (available from DLM)
keep pencils and other sharp objects away from eyes and other body parts of self and others with supervision	Demonstration and practice. Role-playing.	Safety film
walk carefully on slippery floor or steps	Demonstrate, practice wiping feet. May have to fall once or twice to realize danger.	See Perceptual Motor Development Skill Area, walking exercises would be helpful, mat for wiping feet

Behavioral Objectives	Activities	Instructional Aids and Materials
walk properly in halls	Safety Fingerplays.	Rhymes for Fingers and Flannelboard (See Suggested Materials at end of skill area.)
walk to and from classroom to bus	Demonstration. Role-playing – simulate situation.	
stay away from hot surfaces such as stoves, heaters, etc.	Go over things that are hot. Emphasize "No-No's."	Hot Plate, pan
put trash, fruit peelings in waste basket	Demonstration and practice. May have to slip on banana peel to learn this lesson.	Banana peel Waste basket
get on bus one by one with reminding	Demonstration, practice. Role-playing. Put chairs together like bus; make door, have children get in one by one.	Folding chairs
remain seated in bus with reminding		
keep hands in bus with reminding		
wait for bus to stop before starting to get off with reminding		
cross street with supervision	Practice in room, simulate street crossing. Police visit. Safety patrol: visit, demonstration. Go outside, practice crossing street. Visit police station; have police help across street. Fingerplays Take box; make car of it. "Drive" around room. Play crossing the street.	Resource person – policeman Members of safety patrol Field trip to police station Fingerplays and Action Rhymes (See Suggested Materials at end of skill area) Boxes, make stop sign, street light, tempera
Manners		
The child will be able to: greet teacher with "Hi" or other simple greeting, smile	Daily practice, demonstration. Role-playing.	

Behavioral Objectives	Activities	Instructional Aids and Materials
	Dramatization with puppets and dolls.	Finger puppets Hand puppets (make from socks or paper bags) Doll Family Puppets in Peabody Language Development Kit 1 (See Suggested Materials)
listen for period up to 10 minutes to story, play, etc.	"Fun" Project.	Materials for surprise fun project.
	Start with very short (1 minute) story; increase length as year progresses.	Flannel board Magnetic board story figures
learn names of classmates with help	Photographs of each child.	Instant-type film and camera
get materials with help	"Simon Says" and directional games.	
Table Manners	(See Self-Help)	
Leisure Activities		
The child will be able to:		
play with at least one other person with supervision	Free play. Take out and put away materials.	Be sure room is set up so that toys and equipment are accessible to child
find toy and play with it		
replace toy when reminded		
use playground equipment with help		Swings, slides, climbing bars
paint and do other creative activities with help	Potato prints. Finger painting. Cut out collage. Random cutting.	Tempera, easel, brushes Large newsprint Potato Construction paper, paste, scissors
model clay with help	Make snakes, ashtrays, balls, etc. Rolling and shaping to get feel of clay.	Clay
use crayons	Draw pictures.	Crayons and drawing paper
participate in teacher-directed games where each child does same thing	"Hop like a rabbit"; "Fly like an airplane."	Tape recorded directions

Behavioral Objectives	Activities	Instructional Aids and Materials
care for classroom pet with supervision	Have chart of children's responsibilities. Use picture of child beside picture of what he/she is responsible for.	Guinea pig, fish, child's picture, tagboard
able to sing simple songs	Make up simple songs about classroom.	See records listed previously
able to participate in rhythm band		Rhythm instruments

Skill Area – Social
Level – Intermediate

C. A. 9.0 thru 12.11
M.A. thru 5.11

Behavioral Objectives	Activities	Instructional Aids and Materials
Group Relations	Take pictures, make bulletin board.	Photographs
Awareness of Self		
The child will be able to: recognize body parts	**Vocabulary for Oral Language Development** to primary list of body parts add these words: forehead elbow toes ankle neck eyebrows finger knee waist	Mirror Grooming Box (see Self-Help Primary)
develop good self-image	Use mirror to look at and identify own body parts and those of others. "If You're happy and you know it" "Do What I Do"	Mirror Records
tell full name	Role-playing. Introductions. Dramatizations.	**Note:** Use of positive reinforcement is extremely important. The book, *Living With Children*, is recommended. (See Suggested Materials at end of skill area.)
recognize name card	Which card is this? Round games with name of individual called. Musical chairs.	Name cards (first, last, duplicate) Records, record player
recognize acceptable behavior	Role-playing. Make up problem situations which children must work through.	See Robert Smith Clinical Teaching for the Mentally Retarded (Suggested Materials at end of skill area)
recognizes that he is part of family	Draw family. Photograph is possible. Make family book.	Drawing paper, crayons, magic markers
name members of family	Review family members by generic and specific names: i.e. brother, John Bulletin board. mother cousin brother uncle grandmother father sister aunt grandfather	Creative Playthings Rubberoid Doll Family

Behavioral Objectives	Activities	Instructional Aids and Materials
	Tell story of things that happen at home. What activities we all do. Write experience chart and post with drawings making family bulletin board.	Filmstrips
is able to greet parents at school	Invite family to school activity.	
show acceptable behavior while parents are at school		
try to learn the Pledge of Allegiance		Filmstrip on flag
form a close relationship with teacher to form a bridge between security of home and school	Play games showing how to greet teacher and how to say her name.	Record Filmstrip on group behavior
call bus driver, volunteers, cooks, principal, nurse, custodian by recognizable names	Play games illustrating job of these school personnel so child understands how school personnel help him.	Pictures of school personnel, types of clothing worn by each
recognize own desk and return to it	Start and stop all activities on command, return to desk.	
use school materials and equipment cooperatively	Put away carefully; cover; don't waste.	Paste, paper, books, records
name community helpers outside of school	Unit on community helpers. Invite them to class; bulletin boards, field trips.	Language Master and cards
make gifts for parents		
Taking Directions		
The child will be able to: follow simple directions	Increase to two or three tasks to carry out. Make up games such as "Alan, put the green book on my desk. Bring me the red pencil."	
	Have children direct you and each other to do simple task.	

Behavioral Objectives	Activities	Instructional Aids and Materials
	Tape directions for child to follow.	Tape recorder, tape
	Circle ball. Children sit in a circle, teacher calls child's name and rolls ball. Child catches ball and rolls it back to teacher. More complicated version involves child calling another child's name and rolling ball to him/her.	Large rubber ball
follow teacher commands	Set up classroom situations so that children must do as teacher commands.	Filmstrips on interaction
accept reprimand	Counseling with individuals and groups so that they begin to understand why "bosses" sometimes reprimand.	**Note:** Involve counselor in helping plan a program to help children accept criticism without withdrawing or exploding. This is very important on the job.
Safety		
The child will be able to:		
stay with group	Practice working in group "buddy system" for field trips.	
respond to questions if he becomes lost	Play policeman; take lost boy home (have child tell name and address).	Police hat, whistle, traffic signs
	Ask policeman to visit class. Have children tell name and address.	Policeman
learn STOP	Make stop sign.	Regular size stop sign
learn green means go, red means stop, yellow means be careful	Make traffic light.	Red, green, yellow cellophane Electric light
look all ways before crossing street	Play pedestrian. Set up streets with tape; have children be cars.	Masking tape Models from Constructive Playthings
	Take children to nearest street crossing, practice crossing street. Ask school patrol for help. Police visit.	School patrol Resource person – policeman
play in designated area		
know correct use of playground equipment when reminded	Demonstration. Practice.	**Note:** Enlist the help of the coach to show children how to use playground equipment.

Behavioral Objectives	Activities	Instructional Aids and Materials
follow fire drill procedure when reminded	Review procedure regularly so that when drill starts, children know what to do. Learn "FIRE."	Bell
recognize that electrical equipment may be dangerous	Learn "Don't Touch."	Safety signs
take medicine only from known adult	Demonstration and practice. Reinforce "Don't Touch," "Danger," and "Poison," signs.	Medicine chest
take food or candy only from known adult	Demonstration and practice.	
know safety rules for riding in car or school bus	Demonstration, practice. Role-playing. Policeman, school bus driver, field trip on city bus.	Teacher should work with bus driver on safe *driving behavior*. Inability to follow safety procedures on bus is reason for exclusion from program. Car
Manners		
The child will be able to:		
greet teacher and classmates	Regular classroom procedure for greeting.	Pictures showing proper behavior Photos of class members if possible
greet guest	Role-play guests.	
find chair for guest		Extra chairs
hang up wrap with reminding		Hangers
		Filmstrips on manners SVE single concept films and projector
touch a cracker, know he must take it		
wait to eat until all served/seated when reminded	Have snacks and parties with children serving.	Napkins, crackers, drinks, cups
answer telephone	Use teletrainers from phone company.	Enlist parents in this learning; let them know how they can help

Behavioral Objectives	Activities	Instructional Aids and Materials
learn to introduce classmates and guests	Role-play. Actual situation with principal, parents and other guests	Arrange for parents to come to school so they may be introduced to class
Table Manners	(See Self-Help)	
Leisure Time		
The child will be able to:		
share with playmates when reminded	Play area set up in room.	
find toy and replace it when reminded	Place for each toy.	Shelves, manipulative toys (Creative Playthings; Preston Corp.)
play simple games with all participating	Go in and out the window. Drop the Handkerchief. Loopy Loo. Hokey Pokey. Musical Chairs. Round Dances.	Records: follow directions with record (See Suggested Materials at end of skill area)
play simple matching games	Cards made by teacher with one item on each, two or four matching of each item; have children deal cards and try to match two or four of a kind.	Oaktag, gummed pictures or other duplicated pictures – one item to a card. Keep simple.
use playground equipment with help	Make and fly a kite. Swimming.	Swing, slides, barrels, mats Try to arrange for some swimming activity if possible, after school if necessary
learn to ride tricycle, bicycle	Opportunities to pedal bicycle.	Tricycle mounted on board, bicycle
do simple dancing		Square Dance Records (See Suggested Materials at end of skill area)
mold with clay	Face and other molding activities.	(See Suggested Materials at the end of skill area)
work simple puzzles	Have puzzles available.	Sifo Puzzles
do simple weaving	Make potholder.	Wonderweave Loom (Karbercraft Co.) Cardboard looms

Behavioral Objectives	Activities	Instructional Aids and Materials
do simple lacing and sewing	Have these available for practice.	Lacing boards (Preston Corp.) Sewing pictures
care for pet with reminding	Chart showing how to care for pet, pet needs. Who is responsible.	Fish, guinea pig, rabbit or other gentle, animal easy to care for. Food, newspaper Cage or fish bowl
	Animal stories.	"Who's My Mother" "Millions of Cats"
	And song, "Old Mac Donald"	
simple drawing with paint, finger paint,	Finger painting. Painting on easel.	Finger paints, butcher paper (slick surface on one side) Finger painting can be done by moistening paper and sprinkling tempera on it easel, tempera, crayons, paper
make simple designs	Collage, string painting, potato prints. Ironing crayon scraps, leaves, etc. between pieces of waxed paper.	Collage materials Potatoes, knives, tempera

Skill Area – Social
Level – Prevocational

C. A. 13.0 – 16.11
M. A. thru 6.11

Behavioral Objectives	Activities	Instructional Aids and Materials
Group Relations		
Awareness of Self in Relation to Home, School, Community		
The student will be able to: express own identity	**Vocabulary for Oral Language Development** My name is _____. I live at _____. My phone number is_____.	Notes to parents Language Master, cards with name and address on each one
recognize name and address and telephone number	Answer questions: What is your name? Where do you live? What school do you go to? Where do you work? What is your phone number?	
	Make I.D. cards.	I.D. cards
	Many role-playing situations may be set up helping student to show how he/she would act in different situations, i.e. helping mother at home, taking messages for teacher, reporting accidents, telling policeman address if lost. Opportunity to develop roles in creative dramatics. Visits to regular classroom. Role-play. Give many opportunities for student to introduce self. Invite guests to room.	Have on hand many props to be used with role-playing and dramatics, i.e. policeman's hat, traffic signals, old clothes, dishes, teletrainer Crative Dramatics Stanwix House
	Play "Guess Who?" Give address and/or phone number, see if child recognizes it.	
	Photograph pupils in candid actions, post, discuss.	Oaktag, magic markers Construction paper, film, instant-type camera
	Make silhouette, color, identify.	Brown paper, crayons, paint
	Chart showing each student's name, address, telephone number. Match first and last names.	Charts Name cards

Behavioral Objectives	Activities	Instructional Aids and Materials
	Set up blackboard so that many activities can be matching activities – name with address, etc.	
relate to community helpers	Visits to classroom by doctor, nurse, etc. Talk to pupils in class and on field trips.	Filmstrips, bulletin boards, other materials related to helpers
Take Directions		
The student will be able to:		
listen to direction and accept direction	Teacher designs situations where child must listen carefully to direction and carry it out, such as making monthly calendar design. "Put this blue circle on the red square." "Put the nest in the tree."	Construction paper plus other materials for making bulletin boards
take direction in interaction with one other child (teacher directed)	Teacher sets up situation where two students work together to put up a decoration, set tables for party, clean up or other activity.	Have necessary props on hand
follow schedule set up by teacher and class	Make chart of schedule as set up by class. Try to correlate with time telling for those who have some idea of time.	Chart of schedule Clock, oaktag, magic marker, pictures or photographs of student doing job listed on schedule
participate in election of officers for class (teacher directed)	**Vocabulary for Oral Language Development** election nominate candidate ballot vote Discuss role of officers. Nominate. Make ballots. Hold election. Count ballots. Post results on chalkboard. Post names and photographs of officers on chart.	Chart Magic markers
set up class rules with officers (teacher directed)	Post rules on chalkboard. Role-play rules. Copy on bulletin board. Make or find pictures of what rules mean (or photograph if possible)	Chart Magazines Photographs
attempt to understand and follow rules	Role-play. Peer reprimand.	**Note:** Teacher should attempt to desensitize students to criticism. This makes it easier to take criticism on the job.

Behavioral Objectives	Activities	Instructional Aids and Materials
follow directions of adult supervision	In-school work experience: cafeteria, custodian, messenger, helper, gardener	**Note:** With cooperation of administration, teacher should make every effort to enlist the aid of para-professionals in the school to help with these projects. Some kind of reinforcement should be given to them.
able to control self in group; i.e. temper, hyperactivity, in-appropriate laughter	Act out examples of appropriate and inappropriate behavior. Have pupils choose right one – photographs or pictures.	Palomares and Bessell Human Development Training Program. Magic Circle [illegible] help of counselor for group techniques
handle property carefully	Review care of own property and that of others. Play "Whose is This?"	Children's coats, hats, books, etc.
participate in money–making project to help others or to buy some-thing class needs	1. Help others – Christmas candy sale 2. Class needs – decide what is needed, develop project to make money for it.	Teacher directed! **Note:** Teacher should be on the alert to create problem-solving situations for students to resolve; several each day
Safety	**Vocabulary for Oral Language Development**	
The student will be able to:	should include utensils, equipment and other things that come up in problem situations	Traffic light Traffic signs
learn simple rules for crossing street	Review activities under Safety-Intermediate	Safety Workbook (Stanwix House)
	Vocabulary for Oral Language Development STOP WALK DON'T WALK	
	Bulletin board with pictures of safety rules. If in some school with younger TMH, have them help younger ones learn about crossing street. Take photographs of student crossing street correctly.	Safety filmstrips Photographs
learn safe use of step ladder	Use ladder to put up decorations, make bulletin boards, reach high items.	Step ladder
learn proper storage of mops	Role-play. Idea of having items out of the way, so falling over them is avoided. Idea of care, making things last.	Mops, broom, other cleaning tools

Behavioral Objectives	Activities	Instructional Aids and Materials
recognize danger from broken objects on floor	Create problem-solving situations. Role-play – slipping on glass. Filmstrip on how glass cuts, injuries from falling. Clean-up procedures.	Glasses, plates, record that may be broken Filmstrips Broom, dustpan, waste basket
use elevator, escalator, electric doors	Field trips to practice.	Arrange with store to allow you to bring class before opening so can learn about these things
recognize danger of spilled food and water	Create problem-solving situations. Role-play. Clean-up procedures.	Items to set up problem-solving situations Mops, rags, other equipment
recognize some poisons	Role-play – help to understand. cleansers, ammonia, iodine, medicines. Films, filmstrips, bulletin board.	
identify some poisonous plants		Pictures, films, filmstrips
avoid tampering with electrical outlets	Film Discussion Avoid mixing water and electricity.	
learn to plug appliances in carefully	Practice: iron toaster clock washing machine	Have items available for teaching
observe rules for riding in car and bus	Review Intermediate Objectives Ride city bus many times. Bulletin board on rules of riding in bus and car.	**Note:** Work with parents obtain money for bus trips
recognize how community workers help him	"Who Am I" Have visitors from different professions visit class. policeman nurse teacher fireman librarian bus driver others as indicated Write letters of invitation.	Note paper
Manners		
The student will be able to: open door for guest	Role-play. Invite guests, parents and resource people.	

Behavioral Objectives	Activities	Instructional Aids and Materials
invite guests into room	Role-play. Invite guests.	
take wraps and find chair		
plan a party	Have a party for class.	Teletrainer to invite classmates by phone
call guests on telephone	Invite guests for a party.	Plan with parents to have students call home to invite parents to party Introduce to telephone directory Magnifying glass Large dial
plan refreshments	Do this first for class; then for invited guests	
prepare refreshments		
serve refreshments		
clean up	Wash cups, clean off tables. Clean up trash, sweep.	Cleaning Equipment
remain seated until excused		
bid guests goodbye		
boy holds door for girls	Role-play	
help younger children		
call friends who are home sick	Use teletrainer, use real telephone.	
cooperate and share with others		

Leisure Time

Recreation, Games, and Activities

The student will be able to:

play games	Square dances	Card games	Beanbag games	Square dance records (Educational Activities)
	Round dances	Horseshoes	Dramatics	*Recreation for Retarded TeenAgers*
take turn as leader				"Show Me"

Behavioral Objectives	Activities	Instructional Aids and Materials
act properly at library, museum, airport, etc.	Field Trips. Role-play proper behavior before going on trip.	
participate in simple relays		
participate in recreational atheletics	Swimming, hiking, bowling, playground activities.	**Note:** Parents should be asked to contribute if possible to these activities. These are important learning experiences for these children. Parents should be aware of desired behaviors so they can be reinforced in family activities.
observe proper behavior at movies	Trip to movies.	
Arts and Crafts		
The student will be able to:		
do some creative drawing	Set up an area of the classroom where creative activities may proceed. It should be possible to leave unfinished projects there.	Paint, paper, crayons, wax paper, bottles
painting		
make objects of clay, glaze and fire		Tissue paper, glazes, yarn, clay, thread, leather, wood, tools, small kiln
weave on simple loom		Simple loom (Preston Corporation)
woodburning		**Note:** Teacher should acquire a book on art activities for children. She may have to adapt these to abilities of TMH. There are many guides, some of which are listed in the Suggested Materials at end of skill area.
able to choose activity, find materials, seek help when needed		Woodburning set with cards for burned designs
clean up and care for	Bulletin board with procedures for clean up and care of tools.	Tool rack (Preston Co.)

Behavioral Objectives	Activities	Instructional Aids and Materials
Music		
The student will be able to: do simple dancing		Concept Records (Educational Activities)
listen to music, react to it	Music appreciation Rhythm dancing, dramatics.	
participate in rhythm band		Instruments
sing simple songs	Accompany on xylophone.	Xylophone
participate in planned recreation program outside of school		Local A.R.C. or other group school be sponsoring
Pets		
The student will be able to: tell what a pet is	Bulletin board with photos of own pets; bring pets if feasible. Names of pets.	Matching cards Student's name – kind of pet – pet's name
tell what care pet needs	What dog eat eats. Make chart of this. What cat eats. What bird eats. What fish eats. Loving care. Make bird feeding station. Buy feed.	Oaktag, photos or magazine pictures, foods of pets Wood, hammer, nails, paints

Social Skills
Suggested Sources for Materials and Equipment

American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota 55014

Peabody Language Developmental Kit, Levels P, 1

Bell and Howell
7100 McCormick Road
Chicago, Illinois 60645

Language Master

Bowmar Records
available through May's Music Co.
514 Central Avenue, S.W.
Albuquerque, New Mexico 87103

Creative Playtnings
Princeton, New Jersey

Educational Activities, Inc.
Freeport, New York

Records: Creative Music for Exceptional Children
Simplified Folk Dance Favorites
Honor Your Partner Albums No. 1, 2, 10, 11, 14, 26, 30
Listening With Mr. Bunny Big Ears
Listening and Moving
Melody Midgets' Music for Rhythm Bands and Instruments

Fern Tripp
2035 East Sierra Way
Dinuba, California 93618

Instructo Products Co.
Paoli, Pennsylvania
or through University Book Store
2122 Central S.E.
Albuquerque, New Mexico

Negro Family Kit
White Family Kit
Dramatic Character ls

Karbercraft Co.
P. O. Box 123
Northport, New York

Preston Corporation
71 Fifth Avenue
New York, New York 10003

Perceptual Motor Skill Materials and Games

Society for Visual Education (SVE)
1345 Diversey Parkway
Chicago, Illinois 60614

Filmstrips

Stanwix House
3020 Charters Avenue
Pittsburgh, Pennsylvania 15204

Safety Workbooks

Books and Articles

Black, Dolores and Motter, Bonnie *Show Me*, (film and book)
Bowling Green, Ohio: Bowling Green State University.

Carlson, Bernice Wells and Gingland, D. R., *Play Activities for the Retarded Child*
New York, New York: Abingdon Press, 1961

Coleman, Jack et. al., *Music for Exceptional Children*
Evanston, Illinois: Summy-Birchard Co., 1967

Doll, Edgar A., *The Measurement of Social Competence*
Circle Pines, Minnesota: American Guidance Services, 1953

Gingland, D. R. and Stiles, Winifred, *Music Activities for the Retarded*
New York, New York: Abingdon Press, 1965

Journal of Council for Exceptional Children – ERIC
Teaching Exceptional Children, Washington, D. C.

McIntyre, Barbara M., *Inform Dramactis: A Language Arts Activity for the Special Pupil*
Pittsburgh, Pennsylvania: Stanwix House

McNeice, William C. and Benson, K. R., *Through Their Hands They Shall Learn: Crafts for the Retarded*
Bloomington, Illinois: McKnight and McKnight Pub. Co.

Nagle, Avery and Leeming, Joseph, *Fun With Nature Craft*
New York, New York: J. B. Lippincott, Co.

Palomares, Uvaldo and Bessel, Henry, *Methods in Human Development*
San Diego, California: Human Development Training Institute, 1967

Patterson, Gerald and Gullion, M. E., *Living With Children*
Champaign, Illinois: Research Press, 1960

Scott, Louise Bender and Thompson, J. J., *Rhymes for Fingers and Flannelboards*
New York, New York: Webster Division, McGraw-Hill, 1960

Smith, Robert M., *Clinical Teaching: Methods of Instruction for the Retarded*
New York, New York: McGraw-Hill Book Co., 1968

Train My Hands That I May Work
Johnstown, Pennsylvania: Mafex Associates

Filmstrips and Filmloops **Picture-Story Study Prints**

Society for Visual Education
1345 Diversity Parkway
Chicago, Illinois 60614

Getting To Know Me
The Child and His World
Sights and Sounds of the Home
Personal Cleanliness
Community Helpers
Familiar Animals and Their Families
Getting Along With Others

Suggested Songs for Primary Level

WHERE IS THUMBKIN?

(tune "Frere Jacques")

Where is thumbkin: (Put hands behind back)
Where is thumbkin?
Here I am; (Bring fists forward – wiggle thumbs)
Here I am; (Wiggle thumbs)
How are you today, sir?
Very well, I thank you. (Wiggle thumbs)
Run away. Run away. (Put hands behind back)

2. Where is Pointer? (index finger)
3. Where is Tall Man? (middle finger)
4. Where is Ringman? (ring finger)
5. Where is Pinkie? (little finger)

IF YOU'RE HAPPY

(tune "She'll Be Coming Round the Mountain When She Comes")

If you're happy and you know it, clap your hands (clap, clap)
If you're happy and you know it, clap your hands (clap, clap)
If you're happy and you know it,
Then you really ought to show it.
If you're happy and you know it clap your hands. (clap, clap)

2. Stamp your feet
3. Wink your eye
4. Bounce your seat
5. Snap your fingers
6. Bow your head
7. Wave good-by (say "good-bye")
8. Turn around
9. Touch your toes
10. Touch your head
11. Touch your ears
12. Touch your nose
13. Touch your chin

THIS OLD MAN

This old man, he played one;
He played nick, nack, just for fun.
Nick, nack, paddy wack, music in the air.
This old man played everywhere.

This old man, he played two;
He played nick, nack on my shoe (point to shoe)
Nick, nack, paddy wack. Music in the air.
This old man played everywhere.

Suggested Games

HIDE THE BASKET

1. Use any small article such as a little basket.
2. Half of the class hide their eyes
3. The other half of the class watch where the object is put.
4. The object must be put in sight. No one must tell where it is.
5. The child who hides the object says, "ready."
6. The children hunt with their hands behind their backs.
7. When they see it, they take their seats and must not tell.
8. When all have had time to find it, the first to take his seat goes and gets the object.
9. The other half of the class hid their eyes and the one that found the object hides it.

DOG CHASES KITTY

1. The children form a circle.
2. Give two children each a small soft object such as a board eraser.
3. They use two hands to hold the object.
4. Call one object the dog; the other the kitty.
5. When the teacher says "Go," each child passes the object to the next child.
6. They have to take the object with both hands.
7. The object is to see how fast the dog can catch the kitty.

DO WHAT I DO

1. Print on a card – "Do what (name of child) does."
2. The child whose name is on the card comes up and does something.
3. All the children do what he does (skip, clap, jump).
4. This a good game to help the child recognize his name.

I SAW

1. Have children sit in a circle with one child in the center.
2. The child in the center says "On my way to school this morning I saw_____" and imitates what he saw.
3. The children guess what he is imitating. The first to guess correctly goes into the circle.
4. If no one guesses, the one in the center tells what was imitated and chooses someone to replace him.

DO THIS-DO THAT

(more mature children)

1. The leader says "Do this," all imitate him.
2. If leader says "Do that" those who imitate him miss.
3. Three misses and the player is out of the game.

Arts and Crafts Pointers

* Always break down projects into simple steps.

* Move each child at his own rate rather than moving the class together from step to step.

* Use as little (or no) formal presentation as possible. Explain steps as you get to them; but explain simply why you do each step so they can try to see the progression and logic of the process. Use examples for presentation.

* Always work to see the child is satisfied with what he does.

* Praise sensibly, or you devalue praise.

* Permit the child to attempt to do things for himself.
  – assume that he can do things, but lend assistance if needed.
  – decide from the things he can't do, what can be taught.
  – assign priorities and sequence to what you want to teach; if you hop from one task to another, none may be accomplished.

* Keep in mind that the change, the growth of the child's mind and muscular control are of more importance than the art objects produced. It is the child's growth and satisfaction you seek, not a present you are satisfied to have him show his parents.

Constructions

* Paper

* Paper Mache

* Clay

* Pipe cleaner animals, dolls

* Stuffed animals, cloth or paper

* Cardboard box construction boxes, toilet paper or paper towel rolls, shirt cardboard, cereal boxes, etc.)

  horses, animals
  houses
  people
  airplanes
  boats
  trains
  drums (oatmeal boxes)

* Wood constructions
* Sock puppets
* Pot holders
* Peep Box scenes, table top scenes
* Mobiles, stabiles
* Salt and flour constructions (beads, pins, etc.)
* Yarn dolls
* Ojo de Dios
* Yarn pictures
* Stitchery
* Cardboard purse weaving
* Painted stones for paper weights

Paint, Chalk, and Crayon

* Crayon Resist
* Draw around self
* Stuffed paper drawing of self
* Paint on crumpled wet paper
* Chalk on wet paper
* Painted Mural (best: background painted, then each separate figure or object painted and pasted on background)
* Sponge painted mural
* Wax paper mats
* Melted crayon designs between wa··
* Collage pictures
* Pictures assembled from magazines

* Work with color, Take one, What things are of this color? How does this color make you feel?

* Finger Painting

* Scribble to music

* Paint or crayon to tell about experience, person or place.

Clay

* Pots (pinch, coil, slab)

* Tiles

* Sculpture – from a model (turtle, kitten)
  make self, with eyes closed, kinesthetically
  feeling clay

* Beads

* Candlestick holders

* Pins

* To finish, paint with tempera, and shellac
  Best clay is powder form as there is no storage problem
  Can sometimes obtain from local brick company

Print Making

* Plasticene Prints

* Monoprints

* Tempera on folded paper (Rorschach) prints

* String prints

* Glue drop prints

* Potato prints

* Rubbing over leaves, coins, screen

* Inner tube prints

* Spatter prints

* Finger paint prints
* Stick, spool, etc, prints

Paper Work

* Woven paper mats
* Paper flowers
* Paper bag mask
* Paper village
* Cut paper mural
* Paper lanterns
* Snowflakes
* Kites
* Mobiles
* Christmas, Valentine, and other holiday cards and decorations
* Paper plate animals or wall pockets
* Paper sculpture animals (simple)
* Paper dolls
* Magazine cut out pictures
* Torn paper pictures
* Cut magazine picture, mount on wood block and shellac
* Paper chains

Paper Mache

* Animals (imaginary or real)
* Masks over paper bags
* Jewelry

* Puppet heads over balloons

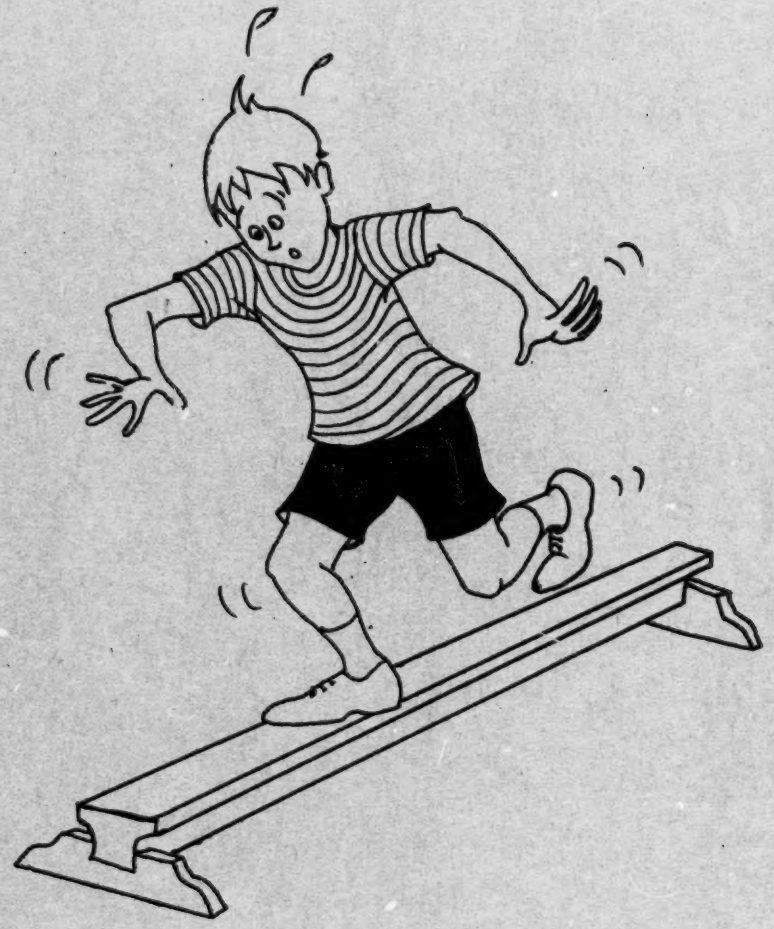
To make paper mache, mix flour and water to thick cream consistency. Dip small strips of newspaper into it remove excess and apply to balloon, wire hanger or other model. When dry paint and decorate.

Don't expect perfect results, but don't settle for disinterested sloppiness.

Some children object to the mess.

Planning is everything – have to visualize results, so there should be a model for every stage of the game. Results are very satisfying.

PERCEPTUAL MOTOR SKILLS



PERCEPTUAL MOTOR SKILLS

The authors believe that much emphasis should be given to the development of sensorimotor and perceptual motor skills in the education of the trainable mentally handicapped. Almost without exception the TMH exhibit poor coordination, poor posture, clumsiness, lack of awareness of self in relation to objects in the environment, and other similar problems. A program that is directed, at an early age, toward the development of sensorimotor and perceptual motor skills should help the TMH develop more normal perceptions and enable them to deal with their environment in such a way as to make their deviancy less obvious. For example, carefully-programmed teaching of the use of playground equipment enhances likeness rather than difference to the normal child.

The authors are not trying to promote any particular neurological learning theory. They feel that the curriculum should be well-rounded, involving cognitive, affective, and psychomotor functions; each playing equally important roles in the full development of the individual. While research has not proved that sensorimotor and perceptual motor training are directly related to the acquisition of cognitive skills, there is evidence that success in one area enhances the possibility of success in another. Research indicated that the motor and intellectual abilities of the TMH are more closely related than in other groups.[1] The TMH are inferior motorically to other groups of retarded children. Cratty[2] does not include Down's syndrome children with TMH motorically, as the former appear to exhibit more severe motor problems, requiring special programming, than do the latter.

In recent years, there has been an upsurge of interest in physical activity programs for the mentally handicapped. Historically, programs of this kind can be found in the work of Seguin, Montessori, and Doll. Many professionals have devoted their time to step-by-step analyses of the kinds of abilities needed in the development of such skills as locomotion, agility, balance, rhythms, and games, to name a few. This research has made a significant contribution to planning programs for the TMH. Universities and other institutions have developed therapeutic Physical Education programs. Physical therapists and physical educators are combining knowledge and skills to improve these programs. The work of Newell Kephart, Bryant Cratty, and Evelyn Loewandahl should be mentioned along with others whose names and works appear in the bibliography.

The following pages list a number of suggestions to help the classroom teacher develop a perceptual motor training program. Caution is always in order when a child with serious physical problems is placed in your class. Be sure that he is under the supervision of a qualified physical therapist and neurologist or orthopedic surgeon. When possible, work closely with other professionals to establish a good perceptual motor training program. Make a checklist for each child so you can see his progress and follow his development.

---

[1] Cratty, Bryant Developmental Sequences of Perceptual Motor Tasks (Freeport, New York: Educational Activities, Inc.) p. 2

[2] Ibid.

General Program Planning

- Obtain at least one of the activity books listed in the bibliography.
- Plan activities with energy level of students in mind. The program is not meant to exhaust the students.
- Be sure that the activity is at the success level of the group. If it is not, simplify the steps.
- Use simple verbal instructions.
- Demonstrate each step as many times as is necessary. (Quality of performance, not speed, is the aim.)
- Have pictures of each step if possible, photographs may be used.
- Develop a checklist of desired behaviors and rating scale at each level.
- Cratty's developmental steps are listed at the end of the skill area.

Skill Area – Perceptual Motor
Level – Primary

C. A. 5.0-8.11
M. A. 2.0-3.6

Behavioral Objectives

Activities

Instructional Aids and Materials

Sensorimotor Training

The child will be able to:

use toys provided for manipulation

Manipulative toys should be available for use each day – plastic bottles with different kinds of caps.
Opportunities for exploring the environment: walks, feeling objects in room, holding and manipulating objects.

Note: Many sensorimotor activities need to be included at this age.
Creative Playthings – manipulative toys
Some of the suggested programs may need to be adapted to the needs of the TMH – such as SRA's Detect Tactile. The material is useful but the programs of use will have to be adapted.

learn from interaction with environment that eyes, ears, tongue, nose, hands help him

Engage various senses with different smells, tastes, noises, sights, feelings. Use teacher-made smelling, tasting, noise, etc., sets.

Sand box
Water play
Single Concept Projector
Eyegate Sensory Film
Loops

manipulate various objects

Give child as many experiences as possible, with objects he can manipulate, take apart and put back together. N. C. Kephart believes that one reason children develop learning problems is lack of practice with objects encountered in everyday life. (N. C. Kephart, *The Slow Learner in the Classroom, Daily Sensorimotor Training Activities* – See bibliography)

Screw on bottle caps
Take apart percolator
Push-on tops
Egg poacher
Nesting bowls and blocks
Open and close drawers and doors on cupboards
Mystery feelie box

Body Image

The child will be able to:

identify body parts listed in vocabulary

Vocabulary for Oral Language Development

head	hands	legs	eyes
arms	fingers	feet	

Peabody Language Development Kit – Level P
Mannequin

Cratty, Loewendahl, Getman, Black – see references in Suggested Materials at end of skill area.
Sensory Kit – reading development
Unit (See Mershon in Suggested Materials at end of skill area)
Detect Visual, Detect Tactile

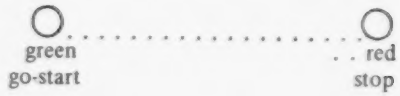
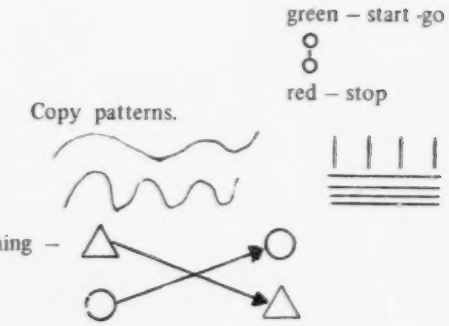
Behavioral Objectives	Activities	Instructional Aids and Materials
respond to question by pointing	Ears, nose, mouth, tongue, teeth – "Where is your_____?"	See SRA's Inquisitive Games in Suggested Materials at end of skill area Gymnastic mat 4 x 6 at least
identify parts in mirror	Have child point to parts on self and others. Teacher-Made games	Full-length, good quality mirror
complete flannel or other simple figure of man	Take-a-part Mannequin, Peabody, flannel or other. Have child put on missing part. Puzzles – cut up magazine picture of person or photographs of class members mounted on cardboard and made into puzzles.	Flannel board and figures **Note:** Evaluate learnings by keeping a check-list for each child (clipboard or chart). Rating Scale may be developed also (See Suggested Materials at end of skill area) (See Body Image Unit in Appendix)
color in outline of body made by teacher	Have child lie down on paper, draw around him, have him color clothes, put in eyes, ears, etc. Post around room with name card.	Brown paper Magic markers Paint or crayons
play Simon Says	Simon Says touch your head, eyes, etc.	Many activities listed in P. A. S. S. Getman, the Physiology of Readiness (see suggested materials)
respond to directions on record or tape	Review directions on record or tape carefully; have child respond to one at a time.	If can't find a slow enough record, make own tape giving instructions.
fit parts of head on flannel board correctly	Have each child put pieces in proper place.	Flannel board Flannel head with separate eyes, ears, nose, mouth, hair
draw face with help	Have child make circle for face; put on eyes, ears, nose, mouth, hair in right place.	Use hand mirror to examine own face, where eyes are, etc. Drawing paper, crayons, magic marker
act out finger-plays concerned with body parts	"I have two eyes to see with"	Fingerplays and Action Rhymes (See Suggested Materials at end of skill area)
on command (with help) clap hands, close eyes	Have child relate one body part to another. Make up game, children can direct.	Observe closely to see who needs more practice

Behavioral Objectives	Activities	Instructional Aids and Materials
with eyes open and closed, touch hand to nose, ear, foot, finger to head, leg, etc.		
use fingers to complete puzzles, pegboard designs		Pegboards Puzzles
dance to songs directing use of body parts (teacher directed with help)	Looby Loo Hokey Pokey	Records (See Suggested Materials at end of skill area) or teacher-made tapes may have to be made so directions will be given slowly enough *Listening and Moving* (Educational Activities, Inc.)
complete simple sentences relating to function of body parts learned (teacher directed)	I see with my_____. I hear with my_____. I eat with my_____. I clap with my_____.	
lie supine on mat and move body parts on direction (teacher may have to touch parts she wishes child to move for some time before he will be able to do it on command) i.e. passive movements	"Lift legs" "Sit up" "Lift head" "Lift arms" "Wave hands" Teacher may have to activate child's perceptual motor involvement through passive and assistive movement as he develops his own abilities.	Child may bring shorts especially girls who can put them on under their dresses to use with this type of activity. Any professional assistance available from a physical educator trained in therapeutic P. E. or a physical therapist should be welcomed. School systems would benefit from having physical therapist as a consultant.
roll across floor with help		Mat
crawl	Crawl around rope patterns on all fours.	
	Walk on rope, hoop.	Rope, hoop
walk	Seal walk – walk on hands with legs dragging.	Use cloth to tie ankles together
run	Follow the leader.	Ladder
	Alternate crawl and walk.	Masking tape, colored construction paper
make paper footprints	Draw around children's feet on heavy brown paper.	Brown paper Magic markers, crayons
cut out footprints	Help child cut out footprints.	Scissors

Behavioral Objectives	Activities	Instructional Aids and Materials
follow footprint patterns on floor	Place footprints around on floor so child can follow pattern.	
Position in Space		
The child will be able to: touch body parts to other objects with help	Help child touch hand to chair, head to wall, foot to door, etc.	**Note:** Keep a record of desired behaviors and child's accomplishments. (See Suggested Materials at end of skill area)
tell front, back, top of head, sides of self with help	Simon says: touch – side to table front to table top of head top of head to wall front to floor, etc. on mat – side on mat back on mat, etc.	Record Teacher-made tape
respond to movement directions with help	Bend to the front. Touch side of foot. Point to side – move sideways, forward, backward, jump, etc.	Teacher-made tapes are useful after directions from teacher are understood
begin to understand left and right (Bryant Cratty p. 19, 20 – Feels TMH can rarely identify left and right but that this may be changed with exposure to perceptual motor training techniques.)	Put colored tape on hands. One color for each hand. On mat, roll to left side with help, right side with help.	Colored tape
review body parts on teacher-made checklist	Give directions or plan other situations so you can tell how well children have learned the body image and position in space materials. Might use flannel board and figures plus some body movement.	Teacher-designed testing situation and checklist. Flannel board and figures

Behavioral Objectives	Activities	Instructional Aids and Materials
Balance		
The child will be able to:		
walk forward walk backward walk sideways walk in pattern set by others kneel tiptoe	Plan activities either teacher-directed in person or on tape, and/or record directed. Walk on patterns taped or chalked on floor. Play follow the leader. Play exaggerated tiptoe walking games.	Note: Make checklist of desired activities; keep record for each child. Supervision will have to be given at all times at this age. An aide is very valuable to teacher with these activities
use equipment with help	Introduce equipment. Lead children through use of equipment – engage help of aide and/or fifth and sixth graders in the school or university students.	Equipment needed: walking beam, wibbler, tape and paper, mat, twist board, dollie or scooter board, bouncing tube, trampoline, stairsteps, barrel, rack board (most available from Preston Corporation)
walk up and down stairs, one at a time or alternating feet	Child should be encouraged to use alternating feet on steps. Lead through activity.	
walk on rope, hoop use walking beam with help	Walk on different patterns of rope. Walk on hoop. Play "look out for the alligators, don't fall in."	Rope Hoop Balance beam
roll across mat		
roll across segment of floor to object roll across floor to object	Place object at increasing distance from the child. See if he can orient his body to object.	
roll across floor in barrel with help	Teacher will probably have to help the children through this activity.	Barrel may be purchased or possibly obtained from janitorial supply house.
do exercises as directed by teacher	Stand, bend with arms down, etc.	Loewendahl, Cratty, Black, Getman, Frostig – See references in the bibliography; each one has many suggested activities.

Behavioral Objectives	Activities	Instructional Aids and Materials
copy poses that teacher acts out	Hands in air, hands to floor, one hand up, one hand down, etc.	Have pictures of action as well, see if child can follow
play statue	March in circle to music, stop music, freeze in position when music stopped.	Record or tape Educational Activities Marches AL No. 11 Radio Corporation of America – Dance a Story Series, Dance Records
imitate fairy, elephant	Have children imitate different kinds of walk – light, heavy.	Record or tape
use playground equipment with help	Outdoor activities, teacher helps. On mat, have child practice.	Playground equipment Mat
move legs in bicycle movement with help	Moving legs alternately. Aide or older child move legs in desired movement.	
operate mounted tricycle with help	Let child use mounted tricycle. Have aide or older child move child's legs through movement.	Tricycle mounted on board
Visual Motor Coordination		
The child will be able to: roll ball to another child in circle	Circle, roll ball games. May need help from teacher or aide.	**Note:** Enlist counselor in administering Frostig Visual Perception Test. See Suggested Materials at end of skill area. Basketball or Soccerball
roll ball to certain spot on wall		
throw ball		Soft volleyball
throw ball to another child	Catching is not necessarily involved at this level; depends on child.	
develop coordination by playing many games and do many activities involving visual-motor coordination	Plan for a great deal of practice with these kinds of games. Overlearning may enable some TMH children to play these games with more able children.	Ring Toss game Horseshoe game Bean bag game Pegboards, large pegs

Behavioral Objectives	Activities	Instructional Aids and Materials
eye-hand	Fifth and sixth graders may be enlisted to help with some of these learnings as it will be necessary to supply continuous help and supervision at this level.	Cylinder blocks Square pegboard Geometric Inserts Lacing Boards and other Montessori type equipment may be made or purchased Parquetry (DLM and Preston Corporation)
participate in chalkboard activities	Draw line. Stay between two lines drawn on board. Follow dots.  	Chalk Colored masking tape Construction paper
	 	
match actual objects		Objects purchased in dime store – two of each
match objects drawn on board	Be sure to enforce left to right motion of eyes and hands.	
match objects drawn on worksheets		Worksheets Paper and crayon Paper and pencil
follow dots	Teacher-made worksheets	
eye-foot	Kick ball back and forth – two children. Follow lines with feet. Follow footsteps.	Ball
	Walking beam. Straddle walk tape on floor. Push bean bag to numbers on floor.	Walking beam Tape Bean bag

Behavioral Objectives	Activities	Instructional Aids and Materials
	Go over rope held by two children, initiating step to jumping rope. Swing rope around, children jump over it. Circle, kick ball – five or six children sitting in circle. Hopping.	
Auditory Motor		
The child will be able to: respond to signal	Buzzing response, drumming or xylophone. Clapping hands, stamping feet in response to sounds teacher makes imitating rhythms.	Buzzer board Drum, xylophone Melody bells
	Teacher-made or manufactured cards for children to observe and respond to, with clapping or pointing to right card after teacher makes sounds on drum or xylophone or other.	Auditory Dynamic Research Perceptual Motor Development Cards (See Suggested Materials at end of skill area)

Skill Area – Perceptual Motor
Level – Intermediate

C. A. 9.10-12.11
M. A. thru 5.11

Behavioral Objectives	Activities	Instructional Aids and Materials
Body Image		
The child will be able to: name body parts	**Review Primary Oral Vocabulary** elbow, wrist, neck, waist shoulder, ankle, hips	**Note:** Checklist – be sure to keep record of children's accomplishments. Review activities under Primary as indicated by children's needs. Evaluate level by teacher-made test or other perceptual motor development test. (Kephart, Cratty, or other)
place parts of mannequin puzzle, flannel or other correctly	Review flannel or PLDK mannequin. Review flannel face, photograph puzzles.	Mannequin puzzle Detect Visual, Detect Tactile Face with separate features Instant type camera Cardboard for mounting White glue
model face in clay	Help child place features in clay face.	Clay Paint
complete simple drawing of man on chalkboard	Draw man without various parts – have child fill in.	can dot in first then leave off completely
follow directions on records	Looby Loo Hokey Pokey Square Dances	Cratty Records
become aware of body surfaces	Trampoline jumping. (See also Primary)	Trampoline
move body parts on command	Activities directing child to move: legs, arms, "Angels in the Snow" (Kephart)	Mat
exhibit poise in walking into room, across room, and through door	Practice. Role play. Discuss each other's performance.	Full-length mirror

Behavioral Objectives	Activities	Instructional Aids and Materials
sit correctly		
greet guests		
take pride in self		Tie in with grooming, self-help, and social skills units
move sideways backward forward jump up bend down	These activities should be done slowly so child knows exactly what is expected of him.	Tape of teacher's voice (also other voice would be good)
copy gestures of teacher	Teacher stands/sits in various positions, children imitate.	
copy gestures in picture	Hold up pictures of people in various positions, children imitate.	Pictures of activities
walk through hoop		Hoop
Position in Space		
The child will be able to: relate body parts to objects in the environment	Walk over and under objects. Walk around objects. Make obstacle course, running around objects. Touch various parts of body to objects: side to table arm to chair side to mat	Bryant Cratty Frostig Program for the Development of Visual Perception Robert Valett, The Remediation of Learning Disabilities Barrel, chairs, tables, etc., for obstacles Tape of directions as well as teacher-directed Trampoline Mat
relate objects to body	Where is the chair? In front, back, beside? Lifting and moving objects.	Preposition cards with pictures representing meaning of "in front of," etc., would be useful
move through obstacle course	Obstacle course. Go through hoop, under table, etc.	Hoop
move body with trunk fixed	Forward, sideways, back.	

Behavioral Objectives	Activities	Instructional Aids and Materials
move limbs	Bend and straighten arms, (elbows). Bend and straighten legs, (knees).	
move left and right body parts with help	Lift left arm. Lift right leg. Touch left hand, right hand, left foot, right foot. Throw ball with left hand.	Color cue left side – red dot, band around wrist and ankle or other cue meaning left
Balance		
Walking		
The child will be able to:		
walk forward walk backward walk sideways (on and off beam) walk fast walk slow walk around objects walk with partner walk single file walk up and down stairs with alternate feet	Have children participate in a number of individual and group walking games and activities. "Did You Ever See a Lassie?" (See Suggested Materials at end of skill area.)	Walking beam Tape Rope Hoop Stair steps Tape of directions: walk fast walk slow Add music to tape after children can do this to taped directions.
use equipment, some with help, some alone	Encourage child to use equipment on his own; give help when necessary.	See Primary-Balance
do exercises; teacher-directed or record-directed	"Head, Shoulders, Knees and Toes" "Simon Says" Arms outstretched, palms up, bend elbows and touch fingers to top of shoulder. Bring elbows forward and touch together, raise, move to sides and back as far as possible.	(See Suggested Materials at end of skill area.)
follow simple rhythms	Round dances to record or tape. March under bridge made by two children. Walk, run, hop (skip if can).	Teacher may have to slow record down – retape Listening and Moving Record, and others Educational Activities Drum

Behavioral Objectives	Activities	Instructional Aids and Materials
follow creative rhythms	Play elephant, butterfly, train, ball, floating, sad, happy, skating, etc.	Allow these to develop slowly so child really gets the idea. Having one rhythm well done is better than many poorly done
ride tricycle	Active movement. Passive movement, teacher helping those for whom it is necessary.	Tricycle
operate mechanical exerciser		Mechanical exerciser
use playground equipment	Outside activities – children may need some help but independent activity is goal.	Playground equipment
Visual Motor Coordination		
The child will be able to:		
roll ball in circle game	Might make this a rhythm game with tape of music with teacher's voice. "Roll the Ball" to Andy to James to Ann to Mike, etc.	Tape
kick ball in circle game	"Kick the Ball"	
throw and catch ball	See ball throwing evaluation in Pre-vocational.	Soft volleyball Softball Medium sized rubber ball
visual tracking	Watch ball going back and forth without moving head. Follow pictures on worksheets. Tell names in sequence.	Suspendable ball Picture cards
Visual Discrimination Skills	(See Functional Academics.)	
The child will be able to:		
play games requiring visual motor coordination	Lacing, simple weaving. Nimble. Make or buy bean bag game. Help to keep score. Relate to number learning.	Nimble-Childcraft Bean bag Quoit Games
	Kickball – standing up in circle. Hopscotch on floor of classroom. Jumping rope.	Rope Ball Dubnoff School Program 1/Level/1 Sequential Perceptual Motor Teaching Resources Exercises

Behavioral Objectives	Activities	Instructional Aids and Materials
Auditory Motor Skills		
Auditory Sequencing	Follow drum beat sequence by jumping or other activity. Follow xylophone sequences with another xylophone. Student respond to teacher buzz on another board. Pick out buzzer card after teacher has buzzed. Buzz correct sounds from buzzer card.	Drums Xylophones Buzzer boards
follow simple directions		

Skill Area – Perceptual Motor
Level – Pre-Vocational

C. A. 13.0 – 16.11
M. A. thru 6.11

Behavioral Objectives

Activities

Instructional Aids and Materials

Body Image and Self Concept

Position in Space

The student will be able to:

name body parts

Teacher-devised evaluation activity to review learnings from previous levels. Review work should be undertaken as needed for individual children.

Note: At this level these activities should begin to fuse with those in other skill areas. For example, self-concept should relate to grooming, social skills at play and on the job. Games and Dances combine several skill areas. Equipment listed on other levels should be available to teacher either in classroom or gym. Appropriate dress, i.e. shorts for girls if necessary

tell function of body parts

Show what to do with feet. Make up sentences about it.
walk – I walk with my feet.
kick – I kick with my feet.

Balls and other objects for students to demonstrate functions
Pictures of various body movements

know that heart, lungs, stomach, kidneys are vital organs

These learnings should be tied in with self-help skills on proper diet.

Learning about menstruation – See Self Help Skill Area.

Stethoscope
Be sure to enlist parents in these learnings
Slides, booklet, on menstruation

exhibit poise in walking into room, greeting guests, sitting, standing

Visit other classrooms in building. Give students opportunity to walk, sit, stand in various situations.
Demonstrate proper way to stand in line, in back of room, etc.
Tie in with Social Skills Activities.

Exercises for improving posture.

Drawings or other illustrations on desired behaviors
Bulletin board
Obstacle course

Mirror

Note: The aim here is to emphasize likenesses to normal students

Help TMH to appear as normal as possible in a group

Balance

The student will be able to:

stand on one foot – eyes open, closed, and with arms at side

Balance is important to other tasks such as throwing and catching.

Plan many activities for child to develop balance.

Frostig Program
Move, Grow, Learn – Frostig
Fifty Vigorous Physical Activities – Cratty

Behavioral Objectives	Activities	Instructional Aids and Materials
stand on one foot with arms folded		
hop on right foot		
hop on left foot in pattern across tape	Put masking tape on floor.	Masking tape
walk on beam	Walking activities.	Walking beam
walk around rope or a stick	Cross legs; walk around rope; walk over stick while watching object across room.	Rope, stick
get up and down on mat	Have student practice getting up and down from sitting position on mat.	Mat
jump ahead, back, laterally (half turn)		
play endurance games	Rope climb. Wall push. Towel pull. Stretching. Feet together, hold each other's wrists, pull and rotate.	Rope from ceiling Towel
do Rhythms and Dances		
Visual Motor		
The student will be able to:		
catch and throw ball	Throw ball into 2' x 2' square from 15' away. Should be able to hit 3/5 times.	Ball, 3" diameter
	Bounce ball to student, should be able to catch 3/5 times – sometimes 5/5. (Cratty p. 61)	Ball, 8" diameter
	If student can do above, practice throwing with small ball directly to student.	
	Catch swinging ball. Nimble.	Suspendable ball activities Nimble – Creative Playthings

Behavioral Objectives	Activities	Instructional Aids and Materials
play games involving eye-hand, eye-foot coordination	Dodge ball. Kick ball. Catch. Quoit Games.	Dodge ball Kick ball
	Make pegboard patterns. Place dots evenly on paper with paint and paint brush.	Dubnoff Program Visual Motor DLM cards-pegboard pattern Pegboard–DLM lighted pegboard
model in clay		Clay (Coordinate with art activities – Social Skills)
fingerpaint		Fingerpaints Paint and paint brush
hand-eye tracking	Chalkboard activities.	Chalkboard
	Frostig program.	Frostig (See bibiliography)
connecting dots		Pathway School Program Eye-hand Coordination Exercises – Teaching Resources
Auditory-Motor		
The student will be able to: follow instructions by teacher, on tape, on record	Have students plan own games, dances. Listen to records, follow instructions.	Songs, dances, games on records Teacher-made tapes of directions

Perceptual-Motor
Suggested Materials and Equipment

American Guidance Services
Publishers Building
Circle Pines, Minnesota 55014

Peabody Language Developmental Kit, Levels P, 1

Childcraft
155 East 23rd Street
New York, New York 10010

Silly Cycle
Nimble
Twist Board

Developmental Learning Materials
3505 N. Ashland Avenue
Chicago, Illinois 60657

Educational Activities
P. O. Box 392
Freeport, New York

Fifty Vigorous Physical Activities (cards)
by Bryant Cratty

Follett Educational Corporation
1010 West Washington Blvd.
Chicago, Illinois 60607

Move, Grow, Learn (activity cards)
by Marianne Frostig

Instructo Products Co.
1635 North 55 Street
Philadelphia, Pennsylvania

Perception Research Associates
LaPorte, Texas

Suspendable Ball Activities

Programs to Accelerate School Success
Minneapolis, Minnesota 55440

Plastic geometric forms

Preston Corporation
71 Fifth Avenue
New York, New York 10003

pedometer
automatic timer
velco tape
mat
balance board
walk on number kit
balance beam set
barrel, rack and board
bouncing tube
coast[illegible] sled and seat
parquetry blocks
cyclinder blocks
square pegboard
trampoline
wibller
tricycle mounted on board
Montessori materials; lacing boards, etc.
pegboard
puzzles
pipe ring toss
rubber quoit games
bean bag games
rubber horseshoe game
suction dart game
gym scooter board
hand dynamometer
stethoscope
stopwatch
geometric inserts
sorting box
exercycle
skat scooter
ride-a-roller balancing board

Science Research Associates
259 East Erie Street
Chicago, Illinois 60657

Detect Tactile by Leonard N. Gould
Inquisitive Games: Discovering How to Learn, by Herbert A. Sprigle

Teaching Resources
100 Boylston Street
Boston, Massachusetts 02116

Dubnoff Program
Fairbanks
Cheves

Chronalozical Age, 14-21

Equipment needed for games:

Boys	Girls
softball	bowling
indian ball	badminton
basketball	softball
soccer (use soft volleyball)	basketball
relays	dodgeball
softball hockey	soccer
bowling	kickball
kickball	shuffleboard
tennis with ping-pong paddles	ring toss
and tennis ball	horseshoes
wrestling	checkers
follow the leader	dominoes
punching bag – boxing	bingo
croquet	bean bag games
horseshoes	red light
tumbling	stoop tag
golf practice hole, club, ball	puzzles
checkers	
dominoes	
bingo	

Bibliography – Perceptual Motor

Books and Pamphlets

Belgan, Frank A. *A Motor Perceptual Developmental Handbook of Activities for Schools and Parents.* La Porte, Texas: Perception Development Research Associates, 1966

Black, Dolores and Motter, Bonnie *Show Me* (film and booklet) Bowling Green, Ohio: Bowling Green State University.

Braley, William T., Konichi, G. and Leedy, Catherine *Daily Sensorimotor Training Activities.* New York, New York: Educational Activities, Inc. 1968

Carlson, Bernice Wells and Gingland, D. R. *Play Activities for the Retarded Child.* New York, New York: Abingdon Press, 1961

Cratty, Bryant *Movement, Perception, and Thought.*
Palo Alto, California: Peek Publications, 1969

Frankel, Max G.; Happ, F, Willaim, and Smith, Maurice P., *Functional Teaching of the Mentally Retarded.* Charles C. Thomas Publisher: Springfield, Illinois, 1969.

Frostig, Marianne and Horne, David *The Frostig Program for the Development of Visual Perception.*
Chicago, Illinois: The Follett Publishing Co., 1964

Frostig, Marianne *Developmental Test of Visual Perception, 3rd Edition.*
Palo Alto, California: Consulting Psychologist Press, 1963

Getman, G. N. and Kane, E. R. *The Physiology of Readiness.*
Minneapolis, Minnesota: Programs to Accelerate School Success, Inc., 1964

Hardy, Donald W. et. al. *Teaching Through Sensory Motor Experiences.*
Johnstown, Pennsylvania: Mafex Associates, 1969

Kephart, Newell C. *The Slow Learner in the Classroom.*
Columbus, Ohio: Charles E. Merrill, Inc., 1960

Loewendahl, Evelyn *Exercises for the Mentally Retarded.*
Swarthmore, Pennsylvania: A. C. Craft, Inc. 1967

Robbins, Ferris, and *Educational Rhythmics for Mentally Hanicapped Children.*
New York, New York: Horizon Press Publishers, 1965

Valett, Robert *The Remediation of Learning Disabilities.*
Palo Alto, California: Fearon Publishers, 1967

Cratty, Bryant *Developmental Sequences of Perceptual Motor Tasks.*
New York, New York: Educational Activities, Inc. 1967

Thorne Films Inc.
1229 University Avenue
Boulder, Colorado 80302

Aids for Teaching the Mentally Retarded (especially for teachers)
Phase A – Motor Training
Phase B – Initial Perceptual Training
Phase C – Advanced Perceptual Training
Phase D – Integrated Motor Perceptual Training
Phase E – Sheltered Workshop

Educational Activities, Inc.
Freeport, New York

Visual Perception Filmstrips
March Records
Rope Skipping Records
Social Perceptual Training Kit for Community Living

Mafex Associates
111 Baron Avenue
Johnstown, Pennsylvania 15907

Tooties

SIXTEEN DEVELOPMENTAL STEPS IN THE FORMATION OF THE BODY IMAGE AND THE BODY'S POSITION IN SPACE[1]

1. **IDENTIFICATION OF BODY PLACES (FRONT, BACK, SIDES, TOP, BOTTOM)**
   a. Touch the front of your body . . . . . .
   b. Touch the top of your head . . . . . .
   c. Touch your side. . . . . .

2. **BODY PLANES IN RELATION TO OBJECTS.**
   a. Touch the wall with your back . . . . . .
   b. Lie on the mat on your side . . . . . .

3. **OBJECTS IN RELATION TO BODY PLANES.**
   a. Where is the ball – in front of you, behind you, or by your side? . . . . . .
   b. Is the ball by your feet or by your head? . . . . . .
   c. Is the chair to your side, to your back, or to your front? . . . . . .

4. **BODY PART IDENTIFICATION (LIMBS, ETC.)**
   a. Where are your feet? touch your feet . . . . . .
   b. Where is your arm? . . . . touch your shoulder. . . . . .
   c. Where is your leg? . . . . touch your knee. . . . . .

5. **MOVEMENTS OF THE BODY.**
   A. **TRUNK MOVEMENT WHILE FIXED**
      a. Bend forward toward the front . . . . . .
      b. Bend to the side; bend to the other side . . . . . .
      c. Bend slowly backwards . . . . . .

   B. **GROSS MOVEMENTS IN RELATION TO BODY PLANES.**
      a. Where is your side? . . . . Can you move sideways? . . . . . .
      b. Let's try forward . . . . . backward . . . and sideways movements. . . . . .
      c. How can you jump up? . . . . . .

   C. **LIMB MOVEMENTS.**
      a. What can you do with your arms? Straighten arms. . . . bend arms. . . . lift arms at your shoulder, turn your arms (rotate them both ways) . . . . . .
      b. What can you do with your legs? Straighten legs. . . bend one leg at your knee
      c. Lift one leg at your hip . . . . . .

[1] Cratty, Bryant Developmental Sequences of Perceptual-Motor Tasks, Educational Activities, Inc., Freeport, New York, 1967
Reproduced with permission of the publishers.

6. **LATERALITY OF BODY.**
   a. Touch your left leg. . . . . .
   b. Touch your right arm . . . . . .
   c. Climb this ladder using your left leg and left arm first . . . . . .
   d. Touch your right ear. . . . . .

7. **LATERALITY IN RELATION TO OBJECTS.**
   a. Place your left side nearest the chair . . . . . .
   b. Put your left foot on the box . . . . . .
   c. Go up to the wall and put your right side nearest the wall, now move and touch the wall with your left side . . . . . .

8. **STATIC OBJECTS RELATED TO LATERALITY.**
   a. Is that box by your right side? . . . . . .
   b. Is that stick touching your right or left foot? . . . . . .
   c. Which arm is nearest the ball? . . . . . .

9. **LATERALITY AND MOVING OBJECTS.**
   a. You stand still and I'll move around you. You tell me where I am. When am I nearest your back, nearest your left, and nearest your right? . . . . . .
   b. Now I'll move a little faster. You tell me where I am now . . . . . .
   c. Stand still and tell me where the rolling ball is . . . . . .
   Is it to your left, your right, your back, or your front? . . . . . .

10. **MOVING BODY'S LATERALITY IN RELATION TO OBJECTS.**
   a. You walk around this chair and tell me where the chair is in relation to you.
   b. Using two chairs around which to walk a figure-eight, walk around the chairs and tell me where you are. When are your left and right sides of your body near the nearest chair? . . . . . .

11. **THE LEFT AND RIGHT OF OBJECTS (PERSONAL REFERENCE SYSTEM).**
   a. Point to the left side of the table . . . . . .
   b. Point to the right side of the chair . . . . . .
   c. Show me the right and left sides of the paper . . . . . .

In steps 12-16, the child is not moving, but is asked to make judgments of objects, another's body parts, or movements.

12. STATIC DIRECTIONALITY WITH OTHER PEOPLE (PROJECTION INTO ANOTHER'S REFERENCE SYSTEM).

a. (Person opposite child) Show me my left arm. . . . . .
b. Touch my right elbow. . . . . .
c. Touch my left ear with your left hand . . . . . .

13. LATERALITY OF OTHER PEOPLE IN RELATION TO STATIC OBJECTS.

a. Which side of my body is nearest the chair? . . . . . .
b. As I walk around the figure eight (the two chairs) tell me which side of the object is nearest to me?. . . . . .

14. RELATION OF STATIC OBJECTS TO LATERALITY OF OTHER PEOPLE.

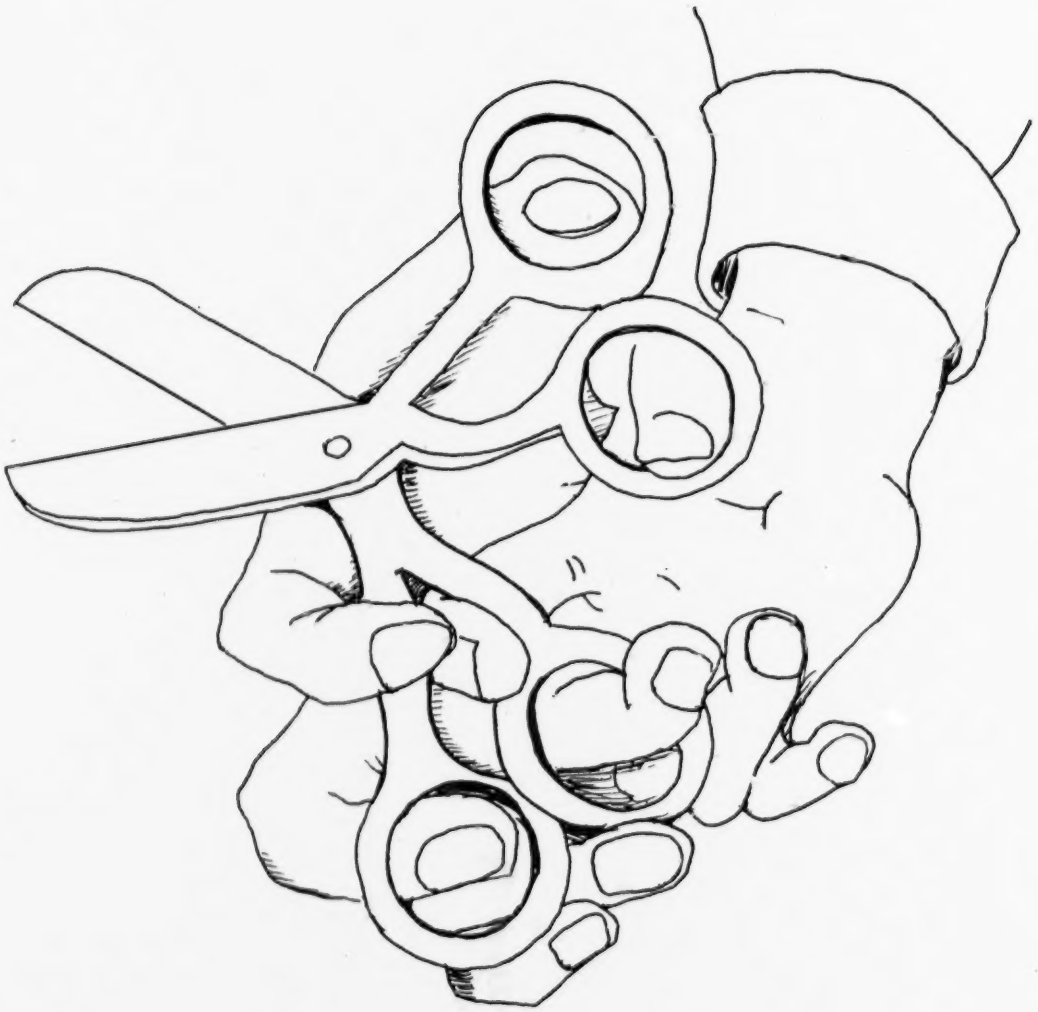
a. (Teacher moves chair to a static position)
Where is this chair in relation to me? . . . . . .
Is it at my left or at my right? . . . . . .
b. Where is the ladder in relation to me? . . . . . .

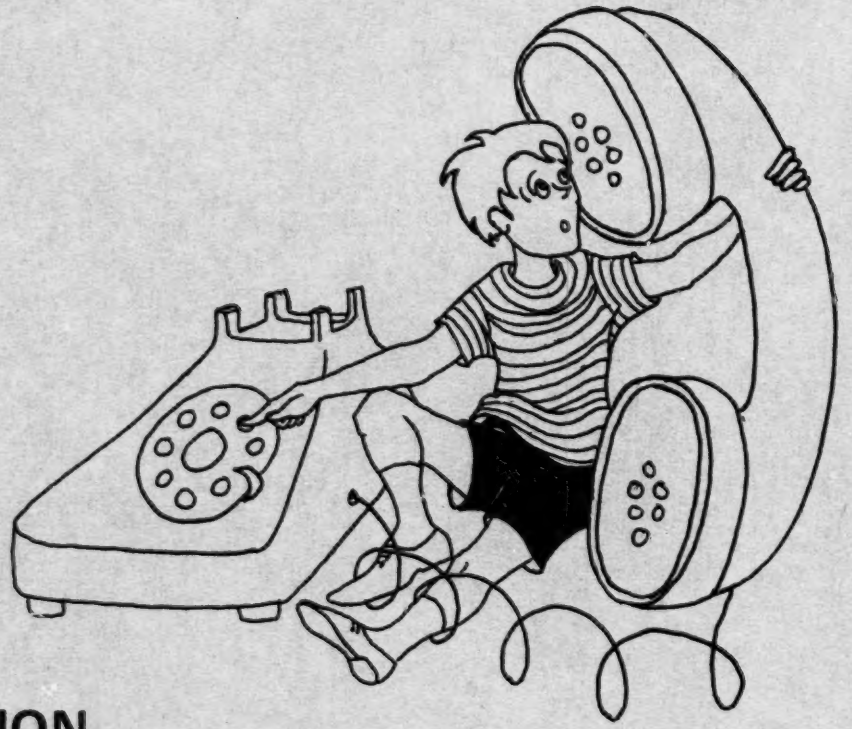
15. MOVING OBJECTS IN RELATION TO OTHERS' LATERALITY.

a. Tell me where the ball is as it moves around my body. . . . . .
Is it to my right, my left, my front, or my back? . . . . . .
b. Where is the moving rope? Is it to my front, my back, my left, or my right?. .

16. LATERALITY OF OTHERS' MOVEMENTS.

a. Tell me, am I walking to my left or my right? . . . . . .
b. Which way am I moving? . . . . . .





COMMUNICATION SKILLS

COMMUNICATION SKILLS

Speech is a form of communication but communication need not be speech. The teacher of the trainable mentally handicapped child must keep this in mind as she attempts to help the child deal with his environment in a meaningful way.

There are many modes of communication. Gesture and facial expression are important ones to be encouraged in the young TMH whose speech will be slow in developing. If a child understands language spoken to him, he may be able to respond with a correct motor response. Therefore, listening skills must be encouraged and a receptive language vocabulary developed. This can be done even when speech production is improbable. The child then learns to listen to and to follow directions. He may learn to use a communication board if necessary. He learns to follow directions which helps at home and on the job.

Speech production should continue to be encouraged, even in the older child, since limited verbal expression may develop. Shaping of speech sounds and words through use of behavior modification principles is encouraged. The teacher accepts any approximation of a sound or word and with positive reinforcement (extrinsic or intrinsic rewards) she shapes it into intelligible speech. This may be a very long process and she should not become discouraged.

There is nothing more frustrating to a child than not being able to make his needs known, not being understood, and not being able to communicate. The TMH child encounters such frustration more often than other children not only because of his level of intelligence but also the physical anomalies which so often beset him. It is often necessary to work with these physical abnormalities before or in conjunction with the language program. Consultation and help from a physician or physical therapist is encouraged when the child appears to have physical problems. Teachers in New Mexico must keep in mind that the child may come from a Spanish speaking home. The child may have some receptive language in Spanish. If the parents speak English, they should be encouraged to speak both languages to the child.

Teachers are encouraged to work closely with speech therapists in the development of their communication program. There are many different techniques for approaching a child's problems. Speech therapists can give the teacher professional advice and encouragement; when one method does not appear to be achieving desired results another may be tried.

COMMUNICATION – GOALS OF THE PROGRAM

The goal of communication program for the TMH is to assist him in developing everyday communication skills. For the nonverbal child this would include a well developed listening program so that the child understands what is said to him and can respond with appropriate gestures or other motor response. For the child who will learn to speak, the listening program should be extended to include encouragement of approximations of sounds and words and a well structured program of functional language learnings; emphasing oral language and some reading and writing related to projective vocabulary. This program should include learning to:

a. Identify self (start with first name and on Vocational Prep level know name, address, phone – carry ID cards as well)
b. Make needs known
c. Listen to others; listen to follow instructions for games and activities
d. Learn to use Yes, No, Hello, Goodbye, Thank You, Please, Excuse Me, You're Welcome
e. Greet guests – say goodbye
f. Respond to safety directions – Don't touch, Wait, Sit down, Come here
g. Make safety phone calls to police, doctor, firestation
h. Participate in Role Playing or Creative Drama in classroom
i. Help younger children without bullying
j. Engage in conversation with supervisor and fellow workers
k. Use appropriate tone of voice in group situations
l. Ask directions

Skill Area – Communication
Level – Primary

C. A. 5.0 – 8.11
M. A. 2.0 – 3.6

Behavioral Objectives	Activities	Instructional Aids and Materials
Language for Listening The child will be able to: understand what teacher says as listed below and respond with suitable gesture		**Note:** The atmosphere in the classroom should be conducive to communication. Teacher should be prepared to accept whatever attempts the children make to communicate by gesture or other means. She should be familiar with behavior shaping techniques so that attempts to speak are encouraged and may develop.[1,2] Praise each effort. The teacher should work closely with a speech therapist and counselor. An examination of the child's speech mechanism is made and some measure of psycholiguistic level is taken through administration of such tests as the Peabody Picture Vocabulary Test and The Illinois Test of Psycholinguistic Ability. If the child is not speaking teacher should know at what level child is receiving language so she can program accordingly.
Gesture The child will be able to: point to people, objects or pictures to make needs known	Teach child to use teacher-made individual communications board to which child may point to make needs known or to give yes-no answers. Should include picture of water, food, toilet, apparel, and other necessary items.	Communication Board
shake head or use other signal for yes and no si no	Shape child's behavior, i.e., accept any approximation of desired behavior and reinforce it positively. If you wish child to shake head back and forth for "No" accept generalized shaking and reinforce it with "good girl"; continue this each day until desired behavior is achieved. Teach child to use buzzer for yes-no answers; ring buzzer once for yes, twice for no, or work out own system. Teach child to shake or nod head for yes-no answers. Play "Do you want (a) _____" (dog, bread, candy, etc.)	Knowledge of behavior shaping techniques used in operant conditioning. DLM buzzer board Other buzzer or bell

[1]Homme, Lloyd Contingency Management in the Classroom. Champaign, Illinois: Research Press, 1968

[2]Patterson, Gerald and Gullion, M. Elizabeth Living With Children. Champaign, Illinois: Research Press, 1968

Behavioral Objectives	Activities	Instructional Aids and Materials
take adult by hand to show what he needs	Teach child to take teacher or other adult by hand to show adult what he needs. Use such simple activities with directions such as "take me to the table." Have child take teacher's hand and lead her to table. Teach child to look at adult or other helper – maintain eye contact.	**Note:** Remember that the child is just as frustrated by not being able to make his needs known as teacher is in not understanding him. Be alert to meaningful gestures and requests for help. OBSERVE LISTEN
identify at least five objects and pictures of the objects using the above methods	Use pictures on the communication board of the words which will help child and teacher communicate. Have the child show you by pointing, respond to yes-no questions, and in other ways indicate that the objects and pictures of the objects mean something to him.	Objects such as small toilet, small table, food, drink, clothing, toys Pictures of same objects
to wave goodbye smile in greeting	Set up game whereby a child leaves the room with the teacher; all wave goodbye. As they come back in, smile in greeting. May say "hi" if they have learned this. Teacher models language for child. The child may not be able to repeat the name of the object or action pointed to, but teacher should say (model) the word for him each time he points.	**Note:** Make constant use of positive reinforcement of all attempts to communicate. Keep language SIMPLE, SLOW, and DIRECT. Use the same words and maintain eye contact. For example, don't say water one day and drink the next. Decide on one word and stick to it until child has mastered it and can accept another word for similar concept. As child matures, substitute words may be used.
follow directions as shown by teacher	Teacher indicates by doing what she expects of the child such as hanging up coat, putting away toys. Child responds by doing task; accept approximations and shape behavior.	Teacher should continue talking (modeling) for child. Even though the child cannot speak, he is listening. Parents should be helped to develop simple speech models for their child. Also, they should know that receptive language must be present before child will be able to say words.
follow directions with picture	Teacher may use picture instead of actions.	Pictures of activity
imitate teacher's gesture	Teacher recites and acts out her own finger plays or ones from a variety of books some of which are listed at the end of this section. Children respond with gestures used by teacher.	Flannelboard and felt objects Finger Plays and Action Rhymes Rhymes for Finger Plays and Flannelboard
imitate teacher action	Teacher-made action games to teach such words as: sit run stand bend clap shake walk jump hop touch turn put Use Spanish words if appropriate	Tape and recorder to make same directions as teacher gives in classroom, on tape for children to follow Pictures of action Allow child time to absorb what is said. Be sure he is listening.

Behavioral Objectives	Activities	Instructional Aids and Materials
play imitative games	Teacher says or sings directions. Children imitate them.	Photographs of the children doing all these speech activities will help comprehension and encourage language development. Failure to develop receptive language may indicate aphasia; further diagnostic studies should be requested by the teacher. **Note:** Teachers facial expressions give meaning to sounds in speech development.
Expression-Facial The child will be able to: recognize smile know that it means happy	Teacher-demonstrations of happy face; not happy face. Filmstrips – pick out happy expression; not happy expression.	Projector and filmstrips
recognize frown recognize crying know that they mean not happy	Pictures with various expressions. Identify photographs as happy; not happy.	Pictures Teacher-made puzzles of various facial expressions Hand mirror Close ups of teacher and children with varying expressions.
follow simple directions	**Vocabulary for following directions:** sit down – close the door – come here – clap your hands stand up – open the door – turn around – stamp your feet Use Spanish words if appropriate	Tape recording of simple directions – teacher-made
Speech for Safety The child will be able to: understand and respond to no	**Vocabulary for Safety:** NO – DON'T – Don't touch – Wait – Come here	
show I.D. card	Make I.D. card. Show child that it tells his name, address, and phone number. Be sure he carries it with him. When teacher asks "What is your name?", child pulls out I.D. card. If child can say part of name have him attempt to do so.	I. D. Card Some parents may want child to wear I.D. bracelet or other identification
listen to and discriminate some sounds in the environment	Children hide eyes. Teacher makes sound, child picks what made sound from objects on table as bell, drum, clapping, rhythm instruments, talking.	Rhythm instruments Model of airplane, car Teacher-made tape of sounds Pictures of instruments, door, hands clapping, etc.

Behavioral Objectives	Activities	Instructional Aids and Materials
	Making noises of animals or other things shown in a filmstrip.	Filmstrips Peabody Language Development Kit Level P auditory sections
clap hands, clap in pattern, stamp feet, stamp in pattern	Teacher demonstrates, children imitate.	Teacher-made auditory perception cards Audio Dynamic Research – Auditory Perception Cards
do simple finger plays and action rhymes	"I have two eyes to see with." (See Body Image Unit in Appendix.)	Golden Book of Finger Plays and Action Rhymes Flannel board and figures
	"Here's a Ball for Baby." "Where is Thumkin?"	
	"Open Them, Shut Them (hands) Open Them, Shut Them Give a Little Clap Open Them, Shut Them Open Them, Shut Them Lay Them in your Lap Creep Them, Creep Them Creep Them, Creep Them Right up to your chin Open up your little mouth But do not let them in." "Open Them, etc."	
Speech Readiness		
The child will be able to: show progress in:		
breath control	Have children participate in breathing activities: in – out, stop on signal	Large bowl or pan of water to blow objects across Straws Soap bubble pipes Bowl Paper Ping pong balls Cotton Candles Facial tissue Feathers
	Blowing activities: blow ping pong ball or other light object across water or table; lips only – or with straw later	
	blow soap bubbles	
	blow up balloons	

Behavioral Objectives	Activities	Instructional Aids and Materials
	blow out candles	Balloons Paper bags Harmonica
lip control	Have a party with these activities. Help child examine his lips and yours in mirror. Puckering to blow a kiss. Stretch lips in smile. Form lips into "O." "Jonathan Joe has a mouth like an 'O."	Hand mirror A. A. Milne – "When We Were Very Young"
	Humming. Sounds (animal) m-m-m-moo b-b-b-bah	Models of animals Pictures of animals Films, filmstrips
	Application of cold around lips.	Popsicles – regular or made of consomme
tongue control	Play Simon Says "tongue in" – "tongue out."	Hand mirror
	Place peanut butter on lips in various places (corners, upper, lower). Have child lick it off.	Peanut butter, jelly, honey, or other substance which child will want to lick off.
	Licking – play kitty drinking milk. Eat ice cream cones.	Lollipops Dish of milk Ice cream cones
Recognition of Body Parts		
The child will be able to: point to parts of body when named	Play games: 'Where is your head?" and "What is this?" Point to head, hair, eyes, ears, and so on.	Mannequin-Peabody Language Development Kit, Level P Large picture dictionary with one picture to page – can be made up as chart rack. made up as chart rack
name some parts of body when pointed to	Play "Hokey-Pokey" with body parts that are known.	**Note:** Teacher should check children on understanding of words so that more emphasis can be placed on vocabulary development if necessary.
Oral Language Development		
The child will be able to: name familiar objects (if unable to say full name of object, will attempt initial sound or syllable)	**Vocabulary for Oral Language Development** water doll hat teacher's name car daddy shirt milk attempt coat peg school bathroom pants ball puzzle mittens trike mamma dress	Actual objects, models, pictures of words to be taught **Note:** Teacher should remember that the goal

Behavioral Objectives	Activities	Instructional Aids and Materials
	Use Spanish words if appropriate	of the TMH communication program is to help the child achieve functional language. His articulation may never be normal due to physical limitations. Encourage attempts at language.
	These words can be added to the words, need or want: need_____, want_____.	
manipulate objects and name them	All concepts should be learned by actual experience with objects, then go to models and pictures.	**Note:** Behavior modification techniques such as those used at the Monterrey Institute can be adapted to encourage speech.
use Language Master with supervision	Language Master with cards using pictures with instructor tape ready to go, so that all child needs to learn is how to run card through.	Language Master and cards
	Sensory stimulation – feeling objects. Have a mystery box with objects for child to name or feel: doll, ball, etc.	Ball, pegs, etc.
	Body Image Vocabulary and activities in Perceptual Motor Section will relate well to vocabulary building and speech activities.	Felt and Flannelboard Full length mirror
	Make word boxes for each child with card with picture of each word child has in receptive and/or expressive vocabulary. Take photograph of each child; put on box with his name so child can easily identify his box by picture. Each time child learns word, put picture on card and place in word box.	Word boxes Cards and pictures (catalogs) Photographs
recognize action words	Run Jump Hop Walk Teacher demonstration of pictures of activity.	Jean Utley – "What's Its Name?" 8x10 cards with person doing activity
Visual Discrmination		
The child will be able to: discriminate by shape	Present triangle, circle, square form board. Have child put right shape in forms. Match circles, squares, triangles by shape and color. Classify by shape, size, color; not necessary to name	Seguin formboard P.A.S.S. plastic stencils D.L.M. stencils Color board – Judy Co.
discriminate by color		
name up to five colors	Red, blue, green, yellow, white. Rojo, azul, verde, amarillo, blanco	Matching games Language master cards with color words on the tape, color on card

Behavioral Objectives	Activities	Instructional Aids and Materials
use up to four prepositions in following directions	In out up down Go up the stairs. Come down the stairs. Go in the room. Go out the door. Use large boxes, steps and other props to help child develop understanding of the concept.	Special Education Materials Center prepared cards for preposition; blocks; Language Lessons (See Suggested Materials at end of skill area) Preston Co.
respond to first name	Come when called; do what he is supposed to do. Roll ball and call name. Child catches and rolls back to teacher.	Ball
say his first name	Play Train Game: Have train go slowly as student passes mirror, ask, "Who Do I See?" Child answers simply, "John."	Full length mirror
Tactile Discrimination		
The child will be able to: recognize objects by feeling them	Feeling objects – identifying objects by sight and feeling; identifying objects by feeling only. Have duplicate objects to match with Mystery box, with one item child knows. Have him feel it and guess what it is.	Mystery box with hole in top for hand, or mystery bag
		Note: Use of taken reinforcement to stimulate speech should not be overlooked.
		First Grade Song Book Ginn and Company

Skill Area – Communication
Level – Intermediate

C.A. 9.10-12.11
M.A. thru 5.11

Behavioral Objectives	Activities	Instructional Aids and Materials
Listening		Note: Review and add to control of articulators as outlined under Primary Communications. Work with speech therapist on this and on language development program. Try to have Illinois Test of Psycholinguistic Abilities administered.
The child will be able to: follow simple rhythms	Teacher plays simple rhythm on drum; child repeats on drum or by clapping. Child is able to walk to simple rhythm.	Drum Melody bells Buzzer board
imitate simple rhythm		
follow simple directions on record	Pattern directions on body image sequences. (Cratty – See Appendix)	Listening and Moving Records
	Review gesture activities from Primary Level if they are still necessary.	Communications board Buzzer board
show part of room where activities occur	Have room set up so that there are areas such as store, dress up, science that will stimulate speech. Play "Show me where you play store, where the balls are " etc.	Materials to make sections of room realistic and conducive to speech
point to correct pictures when activity is named	Have pictures of children doing things. Nothing encourages conversation as much as this. Play "Show me the picture where Larry is jumping, Jean is throwing ball " etc.	Instant-type camera
follow lesson as set up in language development kit	If she wishes, teacher can use lessons as indicated in Peabody Language Kit. These may need adapting to the group.	Peabody Language Development Kits, Level P, Level 1 Language Lessons (See Suggested Materials at end of skill area)
name sounds or point to pictures of sound heard on tape	Make sounds of: cat duck horse bell dog cow pig drum Teacher may make tape or use one already developed. Play game to listen for sounds. Close eyes and tell what is heard.	Tape, tape recorder Records, Record player Rhythm band instruments "Who Said It" Teacher-made tapes "Listening With Mr. Bunny Big Ears" (Bowmar)

Behavioral Objectives	Activities	Instructional Aids and Materials
name classmates talking in class or on tape or record	Blindfold child: have another child stand behind him and whisper. Blindfolded child identifies whisperer.	
listen to action word and do it	**Vocabulary for Receptive Language** jump stand walk walk backward hop sit run walk sideways gross motor activities	Pictures of action words in case they are needed Cratty Walking beam and other equipment
obey simple commands	Pick up the book. Bring it to me. Open the door. Get your coat. Turn on the light. Close the windows.	If the child is able to follow these directions, the teacher knows that the child is understanding language even though he may not be producing it. These understandings should be developed with the hope that the child may be able to express himself verbally at a later stage. Expression through gesture, facial expression and movement should be encouraged.
act like certain animals	Teacher demonstrates; acting out animal behaviors: dog, cat, elephant, etc.	
guess what animal other child is pretending to be	Play: "Guess Who I Am." Use pictures of animal that child can point to if he cannot say name.	Pictures of animals
listen to nursery rhymes	Pick two or three nursery rhymes child should know; read them aloud; play tape or record of them; show pictures that describe rhyme. These must be reviewed many times.	Big Book of Nursery Rhymes
repeat rhymes with teacher	Have children who are able to repeat rhymes with teacher and on tape recorder.	Tape and tape recorder
fill in word to complete rhyme	Give incomplete line as: Mary Had a Little_____. Child will give or show teacher correct words.	Flannel board and figures Pictures of nursey rhyme characters for child to pick if he can't say name
follow finger plays and action rhymes	Pick two or three of these for children who learn well. These can be interspersed with other activites which are not so difficult.	Golden Book of Finger Plays and Action Rhymes Fingerplays and Flannel board Activities **Note:** Take photographs of children doing fingerplays.
follow directions in simple games	Play "Did You Ever See a Lassie?" Teacher sings and demonstrates action; helps each child individually to go through actions. Then has whole group do it. "The Name Train." Teacher is engineer, marches around room making noise like train: calls names of children to join the train. Later, child may be engineer.	**Note:** Teacher should acquaint parents with goals of communication program. In many homes, the child does not have to speak because his needs are anticipated. Help parents to understand that they are helping their child by making him ask by gesture or words for his wants.

Behavioral Objectives	Activities	Instructional Aids and Materials
answer simple questions about story	Tell short story and then ask question that can be answered with one word; or point to picture that answers question.	
exchange greeting	Say "Hi" or "Hello" on entering classroom.	Filmstrip on greeting
	Listen to each child say something, then play "Who Said It?" by blindfolding child and having him guess who is talking.	Blindfold Children talking
	Make noise of something shown in filmstrip; have child identify by naming or pointing to object or picture.	Filmstrips
follow simple directions like: clap hands clap hands in pattern stamp feet stamp feet in pattern open the door close the door	Teacher demonstrate. Children imitate. Cards with actions on them; teacher demonstrates, child learns to follow pattern.	Audio Dynamic Research Auditory Perception Cards Buzzer Board – DLM
listen to short nursery rhymes and stories	Shorten nursery stories to children's attention span. Have children show with pictures what happened in the story. For example: Have four large pictures of "The Three Bears" story Goldilocks going into the house, eating the porridge, sleeping in the bed, bears come home. See if children can sequence pictures against wall or chalkboard as a group. Go to smaller sequencing when they appear ready.	Listening Time Records (Bowmar) Songs for Children with Special Needs Records and book (Bowmar) Story pictures for sequencing, 8x10 or larger We Read Pictures We Read More Pictures Scott, Foresman and Co Judy Co.-See-Queen
sequence up to 4 pictures of nursery rhyme or story		
fingerplays	Teacher should pick certain rhymes and have children repeat and act out often.	Finger Plays and Action Rhymes Talking Time
role play very simple story or rhyme with help of pictures (with or without verbalising)	The Three Bears as above.	Flannel board and figures (see Body Unit and face pattern-Appendix) Instructo body masks for dramatics
exhibit expressive behavior appropriate to the story		Basic Concepts Through Dance-Body Image (Carr and Jervey Records for Special Education – Bowmar)

Behavioral Objectives	Activities	Instructional Aids and Materials
play house	Encourage playing house by having a corner of the room set up for this purpose; have old clothes and other props handy.	Listening with Mr. Bunny Big Ears Record – Bowmar Old clothes, rugs, table setting and other props which may be brought into dramatic play
tell life expenence	Tell something that happened to family.	Dolls, clothing for dolls Instant type camera and film – nothing stimulates interest and speech more than pictures of themselves in action.
participate in a party at school	Have a party; have children greet each other when they come to the party. Greet guests who come to the room. Take pictures. Have puppets talk to each other.	Cold-mix drink, cookies, napkins Instant type camera and film Hand puppets
use first and last names of friends	Call friends on toy telephone, on teletrainer.	Toy telephone Try to get "teletrainer" from telephone company. They will demonstrate proper use of phone and show movie.
name members of family	Arrange with parents for child to call them from school to invite to class party or for other reason.	
tell simple family experience	Tell about family. Draw pictures of family. Name them.	Drawing paper Teacher must have correct family information.
describe party or other activity at home	Make a booklet about things family does together. Draw pictures, tell class about them.	
role play school events	After having the party, ask the children to pretend they are having a party and act it out; role play other school events. Take pictures, and act out event.	
role play family events		If possible, have photographs of families.
role play simple story	Act out simple story told by teacher.	
create simple play	Encourage children to make up own story.	Tape and tape recorder

Behavioral Objectives	Activities	Instructional Aids and Materials
Safety Words		
The child will be able to: recognize words and be able to give proper response	**Vocabulary for Oral and Reading Development** hot, don't walk, poison, boys, keep off stop, wait, exit, girls, police go, telephone, women, push, doctor, M.D. walk, danger, men, pull	**Note:** Development of vocabulary for self protection in TMH is important aspect of communications program.
	Match pictures with flash cards; have children draw pictures to illustrate words; develop card file for each child with pictures and words on Language Master cards. (cards made with tagboard and surplus tape)	Pictures of words Flash cards 10 Language Master cards with protective word and picture of word. Teacher tapes word on L. M. tape.
role play protective vocabulary	Have children act out what they would do as teacher pulls out card.	
Oral Language Development		
The child will be able to: learn 20 words or more	**Vocabulary for Oral Language Development** hat, shirt, milk, spoon, chair, driver coat, shoes, water, knife, school, pencil dress, socks, meat, fork, bus, crayon pants, underwear, tray, table, teacher, paper	**Note:** Check other skill areas for words for oral language development. Language Master cards with picture of word and recorded word on the tape. Child need only learn to put card into slot.
use words in simple sentences	I need coat. I need water.	Individual word boxes with child's photograph on front. Tagboard with pictures of words child knows filed in individual box.
Visual Discrimination		
The child will be able to: match by shapes, color, size	Have children match objects according to shape, color, size. Review color words. Try Frostig Program on those needing it.	SRA Detect Visual Frostig Program Forms in varying shapes, sizes and colors.
matching patterns on pegboards and from card to pegboard	Make patterns on one pegboard. Have child copy on another. Start with very simple pattern. Have child copy pattern from card on pegboard.	Pegboard, pegs DLM pegboard cards to match patterns to pegboard – SRA Lesson Plan (See Appendix)

Behavioral Objectives	Activities	Instructional Aids and Materials
play matching game	Identify object by name. Match with similar object. Example: hat, coat.	
simple association game	Hat and coat. Shirt and pants.	DLM association cards
Tactile Discrimination		
The child will be able to:		
recognize common objects by touch	Know hard-soft, wet-dry, hot-cold, etc. Adapt some of Detect Tactile Program to class. Have children guess by feeling it, what you have in mystery bag or box.	Detect Tactile
recognize gross opposites	Tracing activities. Set up word cards (protective or other). Clip tracing paper over it and have child trace word.	

Skill Area – Communication
Level – Pre-vocational

C. A. 13.0-16.11
M. A. thru 6.11

Behavioral Objectives	Activities	Instructional Aids and Materials
Listening		
The child will be able to: follow two simple directions	Directions Game – Call child's name; give him two directions. Have other children monitor his behavior and tell if they think he followed the directions. If not, see if another child is able to do it. "Put the book on the chair." "Bring me the pencil." "Put a green paper ball on this chair." "Give Bobby the book."	Masking Tape, construction paper, books, pencils, and other objects for teacher to use to set up directions.
identify pupils' voices from tape recorder	Identify sounds with eyes closed. Identify voices on tape.	Tape recorder Teacher-made tapes at children's level to get them used to idea
follow rhythms and directions on records	Have children listen to tape and later records. Teacher demonstrates actions then does with individual children; then with group.	Basic Concepts Through Dance Position in Space – Bowmar
participate in simple folk dancing	Make simple costumes when folk dances have been learned; put on program for other classrooms.	Simplified Folk Dance Favorites – Bowmar
participate in rhythm band		Drum, melody bells, rhythm band
learn to record on Language Master	Teacher shows child how to listen for question on tape; then how to tape his response.	Language Master Taped cards
listen to question and answer by using Language Master		
use sentence up to six words	Make up game using picture cards. Have child hold up card and name it. Later have him name it by using a sentence. "This is a dress." To increase sentence length, add adjective to describe picture. "This is a red dress."	Pack of picture cards – one picture to a card Peabody Language Development Kit, Level 1, 2 Economy Pictures Cards
color to music	Listen to music and using paint brush, crayons, or magic markers make drawing to music.	Record, record player, paintbrush, paints, crayons, magic markers

Behavioral Objectives	Activities	Instructional Aids and Materials
listen to story (teacher-taped on tape recorder with headset)	Have children listen to story. (From picture book if desired)	Headset Tapes (teacher-made and others), tape recorder Book
sequence story pictures	Have children sequence pictures about the story.	Sequence pictures (teacher-made) DLM – Sequential Pictures I and II
identify familiar sounds by pointing to picture and/or naming	Teacher-made tapes of familiar classroom sounds can be used to play "What's my name?" Children are asked to identify sounds. Same can be done with manufactured tapes and picture cards.	Association Picture Cards I, II, III Buzzer Board Pattern Cards Auditory Familiar Sounds Picture card and record Auditory Training Rhythm Band Fern Tripp 2035 East Sierra Way Dinuba, California 93618
Visual Discrimination		
The student will be able to: tell same and different items	Do pencil and paper activities, involving shape, color and size discrimination.	DLM – Same and Different Language Expression Cards Mafex – Developing Shape Discrimination Developing Color Recognition and Safety Awareness
tell alike items	Match all items that are alike; chairs, trees, etc.	DLM – Association Cards
Speaking		**Note:** Be sure to work with speech therapist on speech improvement for those who still cannot be understood.
The student will be able to: say word or sign from picture	**Vocabulary for Oral Language and Reading** Exit, Pull, Keep Out, Information, Up, No Trespassing, Gentlemen Danger, Open, Walk, Stairs, Down, Entrance, Women Push, Close, Don't Walk, Elevator, One Way, Men, Ladies (See also Functional Academics)	DLM – Functional Signs SEMC – words and pictures Teacher-made signs Fern Tripp – Community Signs
read word match word to picture	Put picture on bulletin board; have students tell you what action the picture shows; match word to picture. Reverse procedure; put word on bulletin board, read it, match with picture.	Put tape on word cards and picture cards; use with Language Master
act out word	Give each child picture or word; have him act it out.	

Behavioral Objectives	Activities	Instructional Aids and Materials
role play with words	What happens if you do not do what a sign tells you? No Trespassing Walk etc.	Word cards
make up simple play	Have students make up a story about some activity they are interested in or some story they have read.	
learn parts	Make up short parts for each player.	Put on Language Master Cards to reinforce learning; practice with tape recorder and tape
record on tape recorder	Have students go through play on tape; replay it for practice.	
give play for class	Put the play on for rest of class.	Clothes for costumes if needed.
participate in a telephone conversation	Have student call friend and ask him to visit; be sure to stress coming to the point and not dragging out the conversation.	If there is a phone in the room, arrange with parents and others so students make real calls Teletrainer – Phone Co.
take simple messages	Teach students how to write phone numbers so the parent or other person may return call.	Note pad **Note:** If parents wish students to take messages, a special pad should be set up showing information parents wish to have taken such as name and phone number.
request information on phone	Find out what time the movie starts; when an appointment is, etc.	
make an emergency phone call	Call fire department, police, doctor to report an emergency.	
role play interviews in person	Teacher or other student should be interviewer; simple information should be given such as name, address, phone number, are you in school? Can you do _____ ? (activity that job requires) Practice maintaining eye contact. Call for appointment.	Props – desk, chair, etc. Telephone Teletrainer
tell how to look on job	Discuss good grooming and its relationship to success on the job. Discuss pleasant disposition, value of a smile.	Avid Filmstrips and Records on Jobs, Job Attitudes
tell how to act on job	Doing what the boss tells you. Have students interact in mock workshop situation. Learning to take criticism. Help student learn from mistakes. Visit sheltered workshop. Have boss come to talk to class.	Set up mock workshop Table with sorting, stuffing or counting job set-up
name familiar items in store	Take a field trip to local supermarket. Learn names; see how many items students can name on shelves.	Social Perceptual Training Kit for Community Living (Educational Activities)
ask for item he can't locate	Have child ask store employee for item he can't find.	

Behavioral Objectives	Activities	Instructional Aids and Materials
ask bus driver for directions	Arrange with bus company for class to meet bus driver, ask for directions to get on right bus.	Spin It Speech and Language Materials, Inc. P. O. Box 721 Tulsa, Oklahoma 74101
ask policeman for help	Have policeman visit room; have students talk to him.	

COMMUNICATION
SUGGESTED MATERIALS AND EQUIPMENT

American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota 55014

Peabody Language Developmental Kit, Levels P, 1

Bell and Howell
7100 McCormick Road
Chicago, Illinois 60645

Language Master

Educational Activities
P. O. Box 392
Freeport, New York

Who Said It – Ernest Siegel, et al. (records)
Social Perceptual Training Kit – Barbara Edmonson, et al.
Record – Rhythms and Songs for Exceptional Children
Record – Happy Time Listening
Record – Listening to Mr. Bunny Big Ears
Social Perceptual Training Kit for Community Living

Instructo Products Co.
1635 North 55th Street
Philadelphia, Pennsylvania

Cut outs for acting

May's Music Company
514 Central S. W.
Albuquerque, New Mexico

Melody bells
Drum

Stanwix House
3020 Charters Avenue
Pittsburgh, Pennsylvania 15204

Informal Dramatics: A Language Arts Activity for the Special Pupil – Barbara McIntyre, Ph. D.

Word Making Productions
Salt Lake City, Utah

Revised Word Making Card Set

Communication Boards (if necessary)
Flannel Board and figures (group and individual – purchased or teacher-made)
Polaroid camera and film
Graflex Study Mate -- individual filmstrip viewer
Objects purchased in local stores or brought from home

Books and Articles

Doll, Edgar A. *The Measurement of Social Competence.*
Circle Pines, Minnesota: American Guidance Services, 1953

Dunn, Lloyd "Peabody Picture Vocabulary Test"
Circle Pines, Minnesota: American Guidance Services

Golden Book of Fingerplays and Action Rhymes

Homme, Lloyd *Contingency Management in the Classroom.*
Champaign, Illinois: Research Press, 1968

Kirk, Samuel and Kirk, Winifred "The Illinois Test of Psycholinguistic Abilities"
Urbana, Illinois: University of Illinois Press

Palomares, Uvaldo and Bessell, Henry *Methods in Human Development*
San Diego, California: Human Development Training Institute, 1960

Patterson, Gerald and Gullion, M. Elizabeth *Living With Children.*
Champaign, Illinois: Research Press, 1968

Scott, Louise Bender and Thompson, J. J. *Rhymes for Fingers and Flannelboards.*
New York, New York: Webster Division, McGraw-Hill, 1960

Molloy, Julia *Trainable Children*
New York, New York: The John Day Company, 1963

Educational Record Sales
157 Chambers Street
New York, New York 10007

Classroom Rhythms – Animal Rhythms
Machine Rhythms

LANGUAGE DEVELOPMENT SERIES
NO. 1: PREPOSITIONS

The Special Education Materials Center
1420 Edith N. E.
Albuquerque, New Mexico
Jane Blumenfeld and Beverly Vogel

A Cooperative Program of the
University of New Mexico and the
Albuquerque Public Schools

Language Development

Today we hear a great deal about communication. Are we listening when someone tells us something? Are we able to respond in a meaningful way to what has been said? Communication involves sensitivity between participants, and it also involves understanding of what is being said so that proper response may be given. Misunderstandings often occur because concepts are being used in different ways with different meanings given to them. For this reason, language development plays an important role in the art of communication.

There are three general aspects of language development which are usually considered: namely, articulation or the ability to form the phonemes of a language correctly; concept development or the building of a vocabulary in the language; and structure of language or the knowledge of how to use the words in a meaningful way.

The Special Education Materials Center is concerned with each one of these aspects of language development and hopes to produce several booklets which will be helpful to the classroom teacher in planning the language program. The present publication is the first in the SEMC's Language Development Series. It relates specifically to concept development and the structure of language in the somewhat ambiguous area of prepositions. It grew out of need in the Special Education classroom for greater understanding of prepositions and how to use them.

I. Prepositions

English	Spanish	English	Spanish
for	para	between	entre
in	en	behind	detras
on	sobre, en	before	delante
in front of	en frente	among	entre
beside	al lado	with	con
up	arriba	to	a
down	abajo		

SUGGESTED WAYS TO MAKE THE PREPOSITION CARDS MORE USEFUL

For easier handling and storage, the preposition cards come to you with holes punched in them. They may be taken out of the envelope in which they arrived and placed in a looseleaf notebook. Hopefully, future Language Development Series will come in the same form, ready for inclusion in your notebook.

You may wish to mount the series on cardboard for further durability. Any kind of cardboard will do, but shirt cardboard may be the cheapest and most readily available. If you like, you can punch holes in the cardboard and use both cardboard and notebook. Cards may then be laminated.

Experience has shown that the cards work better if the dog in the picture cards and the letters in the word cards are in color. Perhaps you can find time to add the color yourself since printing costs prevented our adding it. A marking pen is useful for this purpose, although crayon will do. The dog might be orange or brown. The words may be any bright color.

II. Suggested Lessons

First lessons with the use of prepositions should be with actual objects. A plan for teaching concepts In and On is presented below. It should be remembered that in Spanish the word En may mean either in or on and the clues to the speaker and listener are contextual. There are two words which they must learn to use properly for the single concept En.

SAMPLE LESSONS

In – On

In

Materials needed – refrigerator carton large enough for child to get into; stool or large block
small box with several small toys in it; piggy bank pictures, preferably humorous, demonstrating concepts

Procedure – Have a child get in the box. While he is in the box the teacher is saying "Alan is in the box." "Where is Alan?" "He is in the box." The teacher describes each child's actions, sometimes she will get an answer to her question, if not, she should answer it herself without insisting that the children do so. The child feels what in means.

From the gross involvement in the concept, the child proceeds to a generalizing of the concept to anything that is in something else. This is done through the use of the small box with toys and with any other objects that are readily available in the classroom. The teacher should always be on the alert to use objects in the child's experience. Imagination and creative thought are requirements here as in all teaching. From actual objects the teacher proceeds to pictures. If she is an artist, she is in! If not, she should try to find interesting and humorous pictures if possible. Again there is much discussion of in in terms of self talk or parallel talk on the part of the teacher. That is, she first describes the picture herself, asks questions and may receive some answers.

A good deal of variety is needed because repetition is important and variety keeps the repetition from becoming boring. The teacher can make an "IN BOOK" of pictures containing pictures of the concept.

Conversation – in playing and working with the children, teacher and aide should be on the alert to use concepts during normal classroom conversation.

Games – 1. Set up a number of in situations. One person is "it" and places himself or something in something. The person who describes what he is doing gets to do something. 2. "What is in my hand?" "Which hand is it in?"

Activities – A booklet can be made on all concepts so that child can take this home to reinforce memory of them. Parents should be alerted as to what the book is about and how to use it.

ON

Have each child get on the stool or block. Describe his actions. Do the same with other objects around the room. Be sure that you describe what each child is doing and then ask what he is doing. Whoever answers the question and in whatever way as long as he indicates some idea of the concept on should be positively reinforced with "Good boy" or whatever other comment the teacher wishes to use. In general, these children are so eager to learn about new things that there should be no need for extrinsic reinforcement

such as M and Ms. Imaginative and interesting presentations will increase the child's attention to the task. After gross involvement with the concept, have a number of small items that the child can place on a box or other object. A number of interesting pictures can be presented for the child to describe as he wishes. If teacher does not get good response she should make one herself without comment. Continual positive reinforcement of whatever response the children do make seems to pay off better than trying to force a response.

Conversation – teacher and aide should be on the alert to use the concept in the classroom and watch for opportunities to support the child's natural use of the concept.
Games – teacher-made games such as "I see something big on the table." (block or other object having been placed there) "What is it?" answers should be expanded as "I see a block on the table."
Activities – "On Book" individual books, children can make bulletin board with pictures of concept IN and ON.

Five or Other Number Concept

Materials needed – actually anything that enables teacher to present the concept concretely is all right. The materials used in this presentation were "five" little chickens placed in a small glass container.
Tape recorder
Pictures
Material to make "five" pictures
Clay

Procedure – Ask the children to guess what is in the jar. They can see something colored but cannot see any form. Take chickens out one by one and line them up. Count the chickens, have the children count with you in unison. Do the same with any number of other items. Let children hold five things and count them.

If you have a tape recorder, any of the sessions can be recorded for instant play back. The children like to hear themselves and this is one way to encourage individual counting and general responses.

Pictures with five things in them, as much variety as possible should be available to the teacher. Children can make own picture to put in their books.

Conversation – many in this group are five years old which can be discussed. Chairs, toys and other things around the room can be put in groups of five. Teacher can use this at meal and snack times also.
Games – musical chairs with five chairs and five children to start with. "How many do you see?" alternate one and two things with five things; ask children to tell how many they see.
Activities – make picture as noted above. Make things with play dough or clay for children to take home to count.

Hard and Soft

Hard

Materials needed – metal truck, marbles, any hard toys, small rocks, etc. Poster made of hard and soft things – the one used in this program was a "Hard and Soft Bird" made of pins, nails, buttons, cotton, feathers and soft material. Pictures of cards, planes, and other things that feel hard. Rocks, buttons, cotton and cloth to make a hard and soft picture.

Procedure – review what fingers do from body image program. If children do not have this background, develop a short lesson on how our fingers can tell us things. How we know what objects feel like. One way to do this is to play "Seeing with our fingers." In this game several objects are shown to the child, then he is blindfolded and handed one of the objects to guess what it is by feeling it. After the children become proficient at this they can be given an unknown object and asked to guess what it is. When the teacher is sure that the children remember or have developed an understanding of the concept of feel, she presents the objects representing the concept hard. She makes up simple sentences such as "The rock feels hard." "How does the rock feel?" Again she should answer herself until the children start answering spontaneously. By this time spontaneous responses should be coming regularly but not necessarily from all the children. The latter may need more individual help in internalising the concept and should be noted by the teacher and aide.

Use all concrete examples that can be found. Present pictures of animals, cars, blocks, etc. Ask children to tell you the ones that will feel hard.

Soft

Materials needed – cotton, soft material, feathers, pillows, anything that feels soft
Pictures, posters, materials to make collage

Procedure – same as for hard, elicit responses where possible, after word is learned, compare hard and soft.
Look at hard and soft items, feel them, tell what they feel like. These items should be left on table for children to work with themselves later on. The teacher reports that a good deal of handling of objects left by the instructor has occurred and that conversations go on about them.

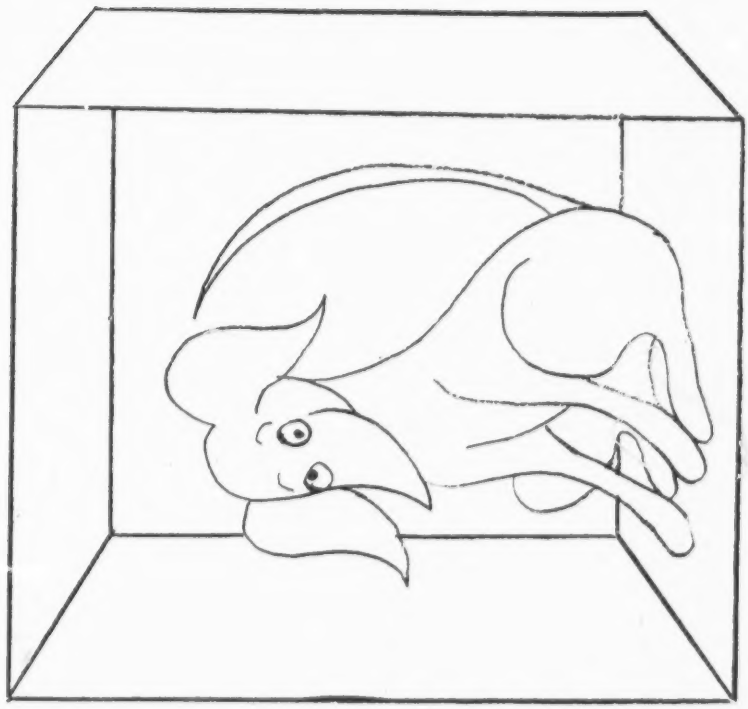
Poster concerned with hard and soft also makes good group or individual conversation piece. If pretty feathers and other interesting hard and soft items are placed on it, it can be presented to the group and have children tell which part is hard, which soft.

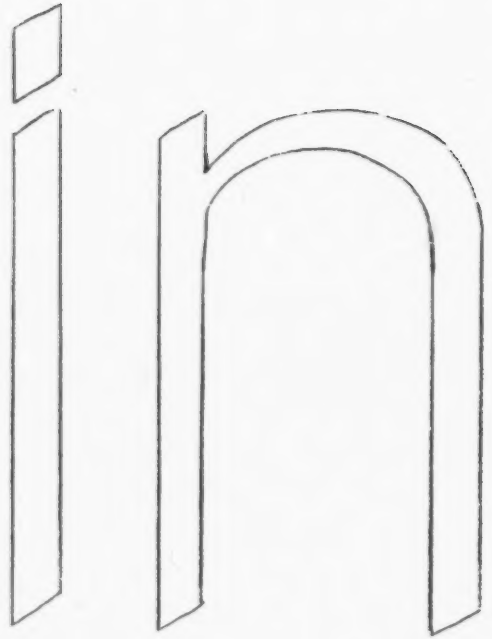
Games – blindfold and give some item to child which is hard or soft, have him guess which it is. See who can name the most hard things in the room, same for soft things.
Activities – using rocks, buttons, cotton, material and any other items the teacher has been able to acquire, let children make collage with crayons, paints, etc., and hard and soft items.

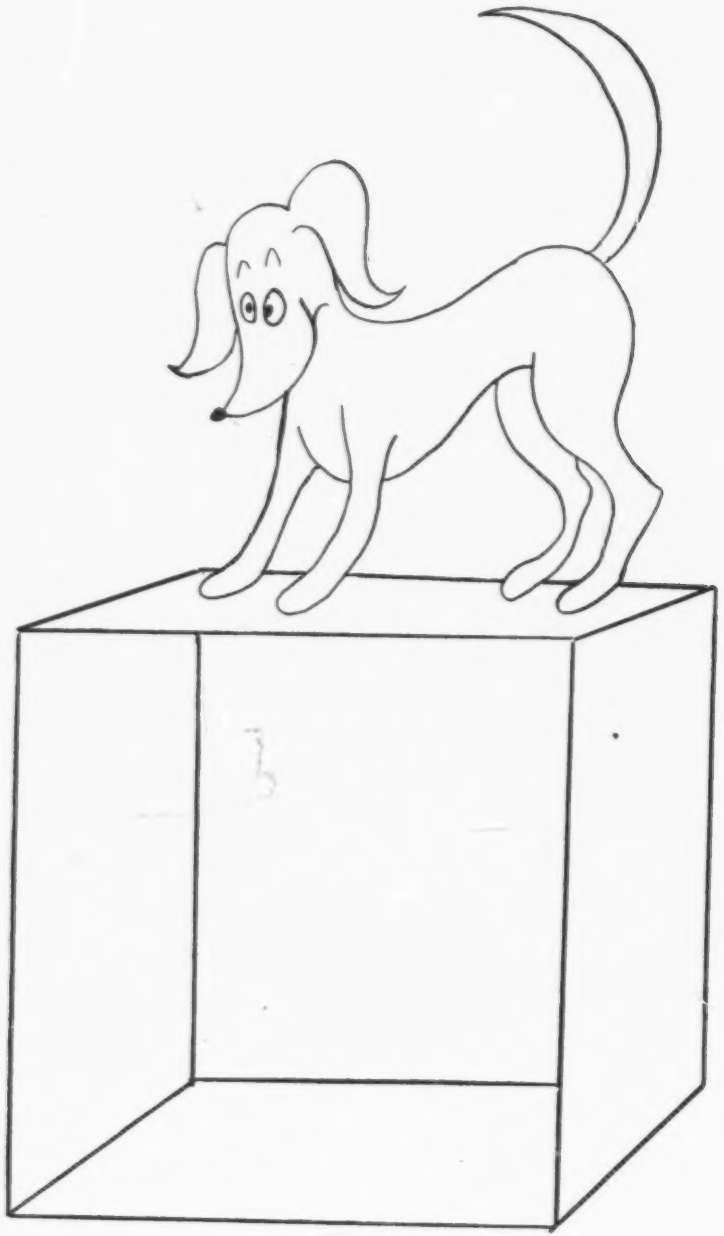
Teachers, as always, will adapt this lesson plan to their own classroom rather than using it in a rigid manner. Similar plans may be developed for each concept; activities may be changed as the age and ability level of classes change.

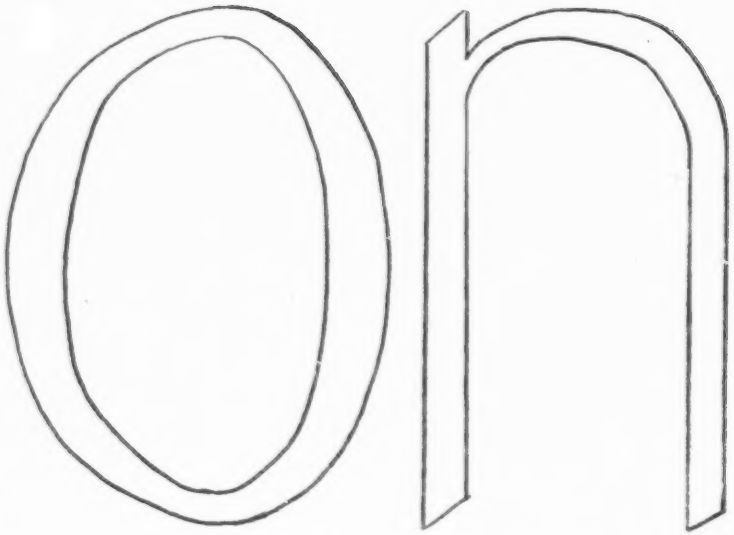
Research on learning patterns of the slow or retarded student indicates that pictures do reinforce the learning of concepts for these children even more than for the child with normal intelligence. The teacher is urged to supplement the pictures presented in this booklet with others which she makes herself or finds in magazines.

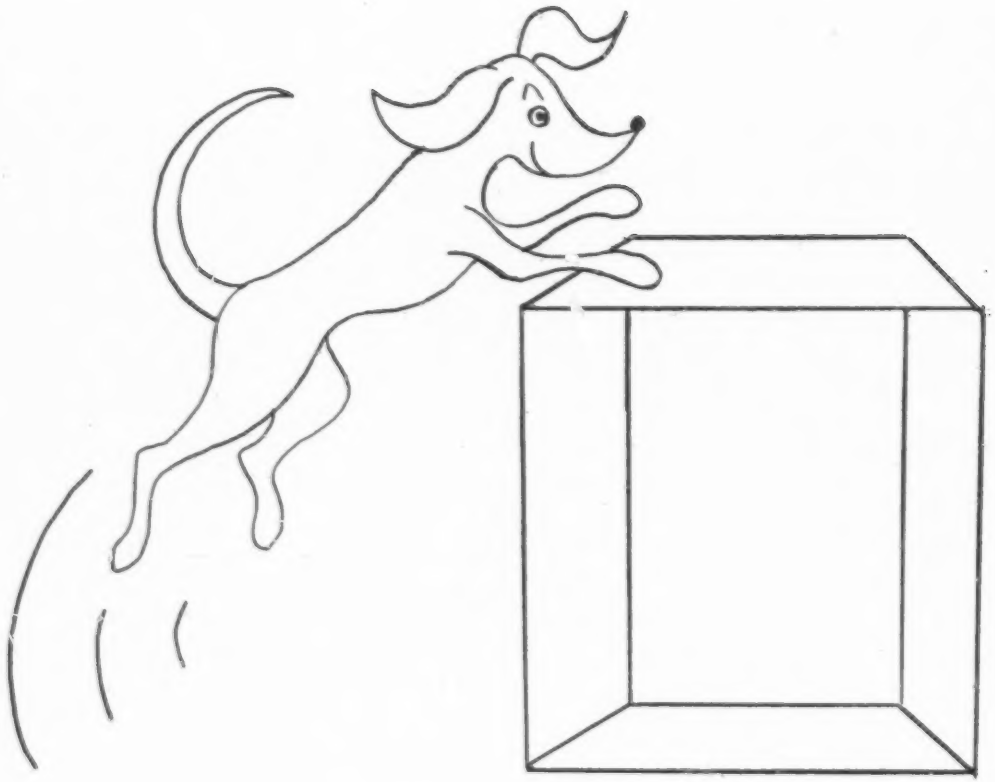
If you wish further help with language development in your classroom, please come to the SEMC to browse through the materials which we have available. They are there for you to borrow. Our consultants are available for discussions on curriculum development or for construction of materials for classroom use.

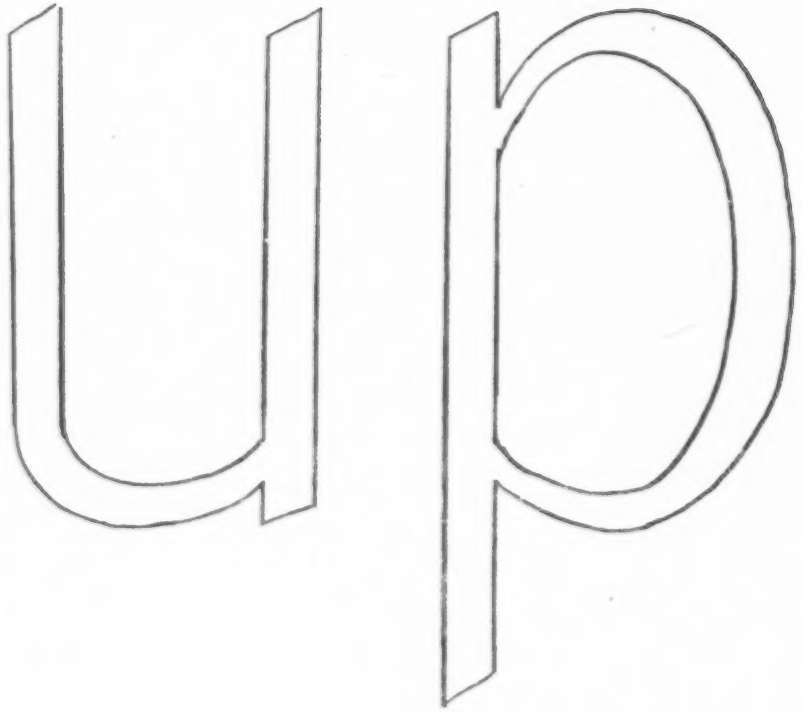


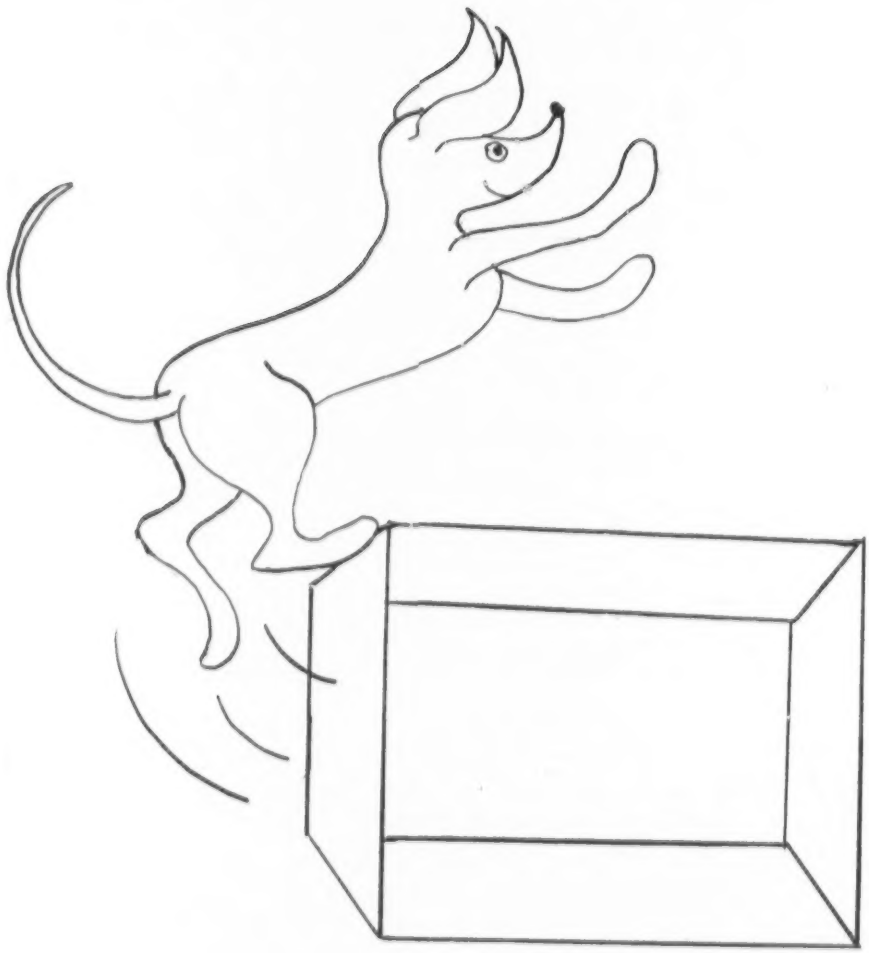

in



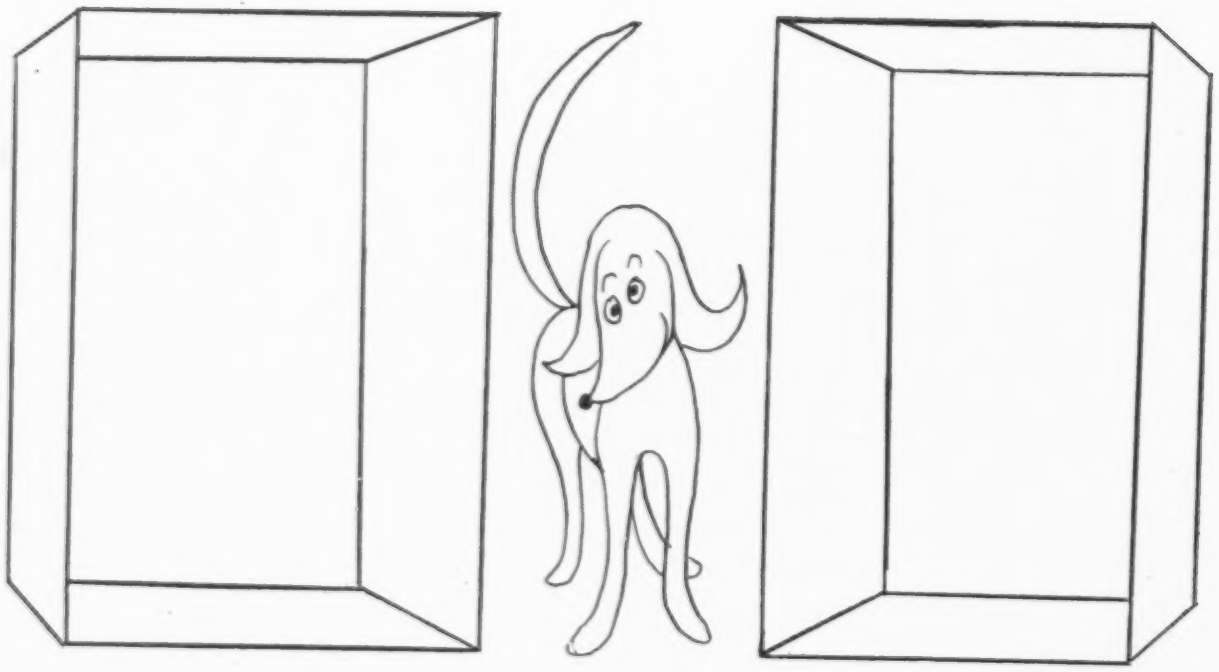

on



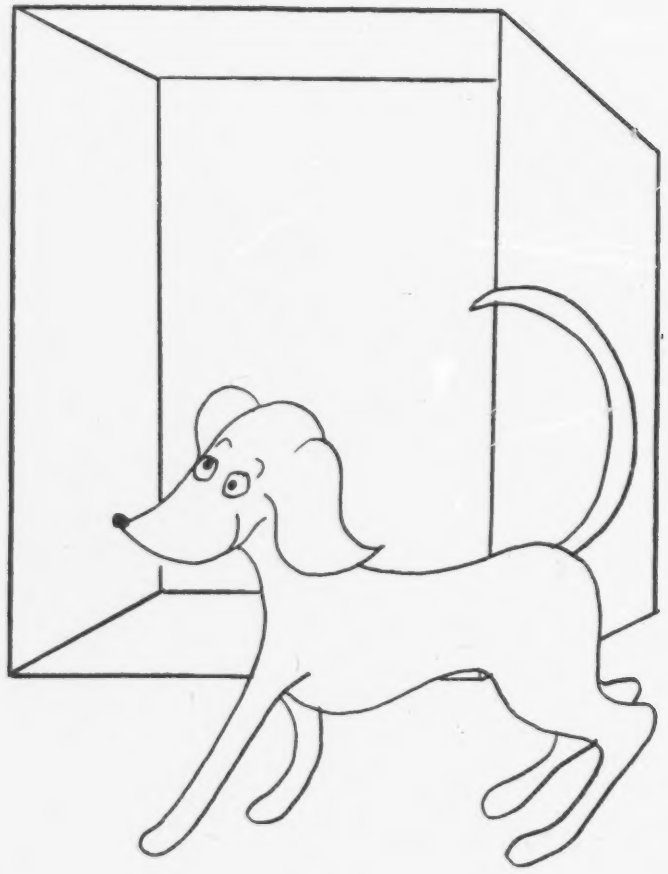

up



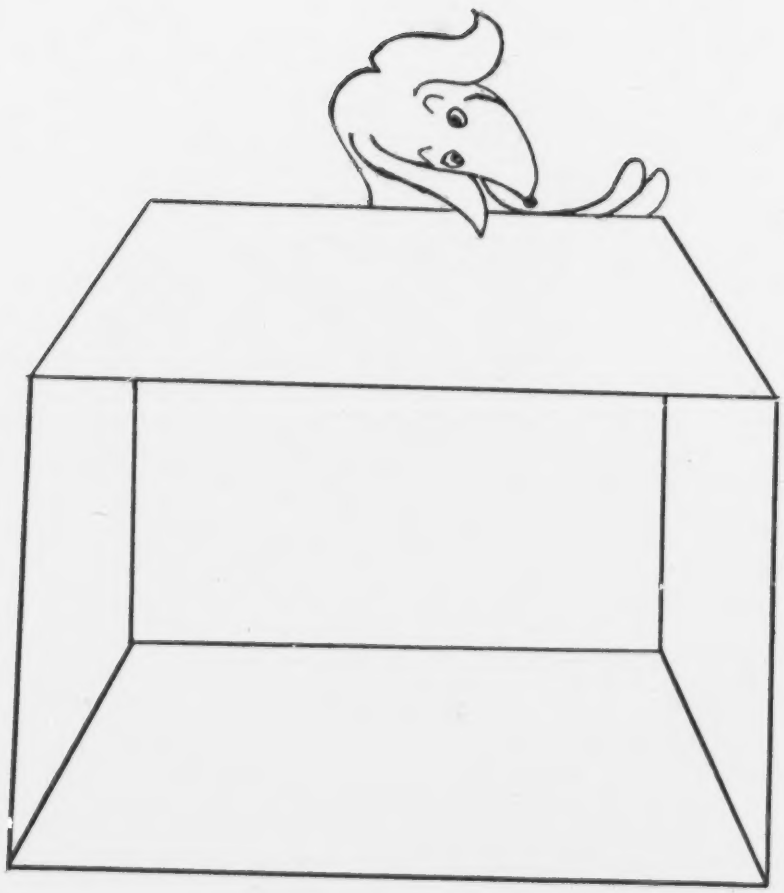
down

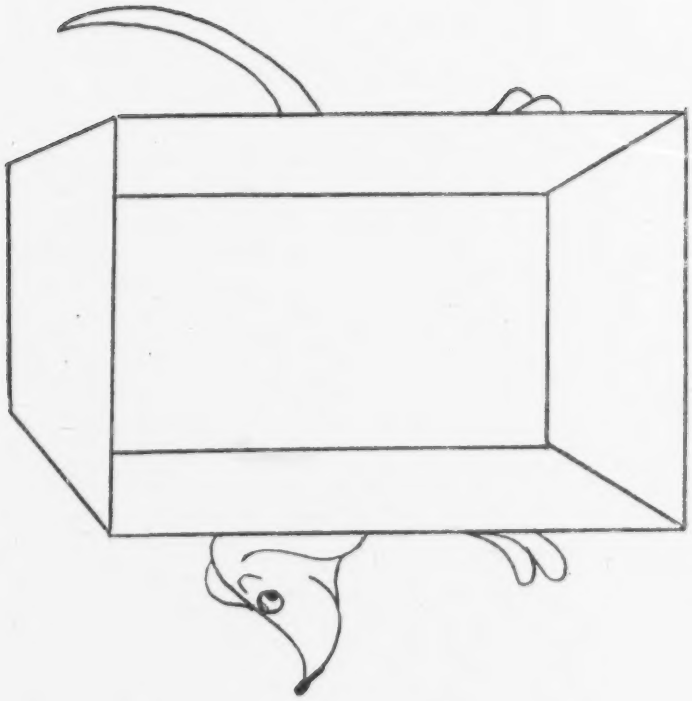


between



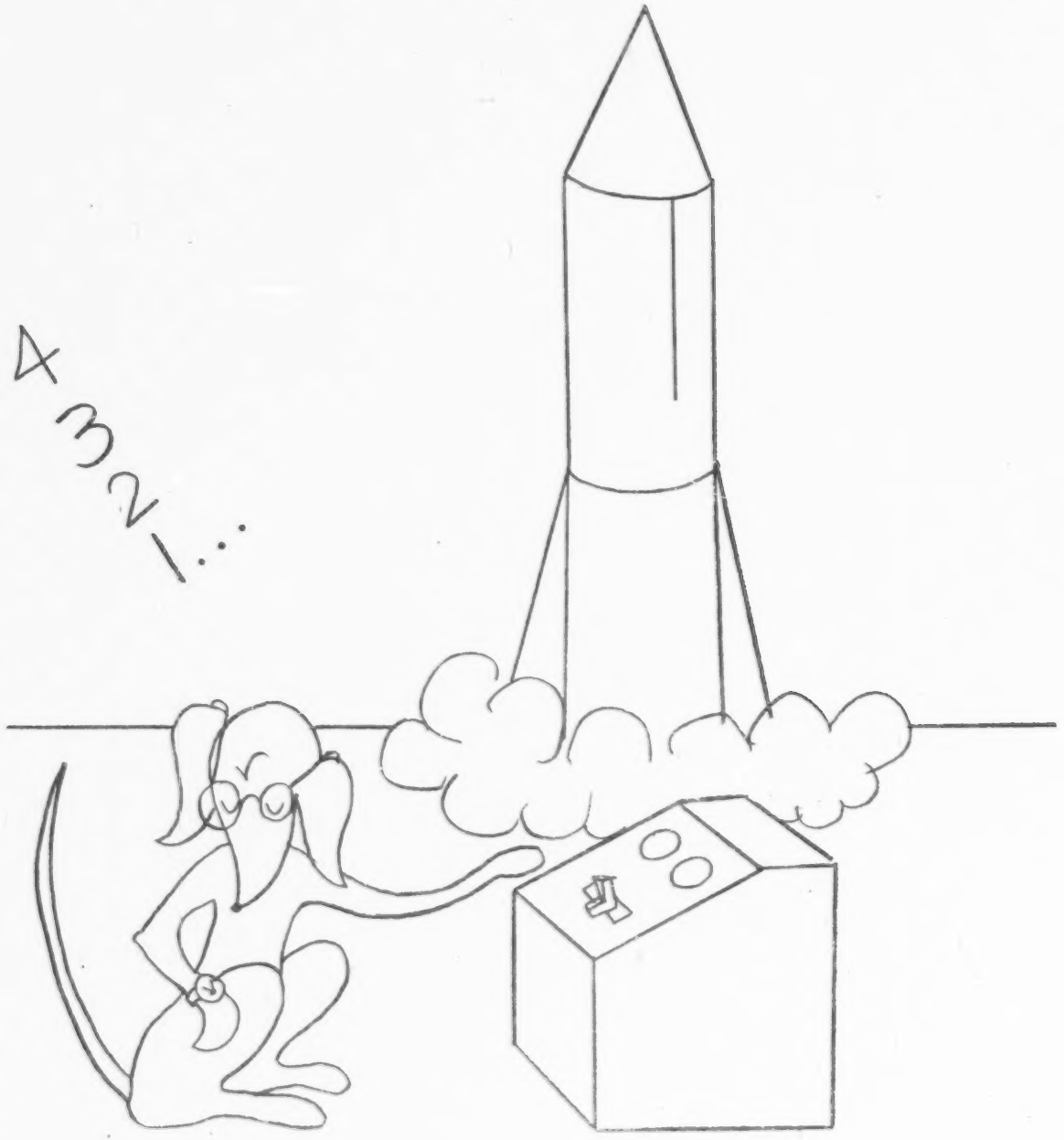
in front of



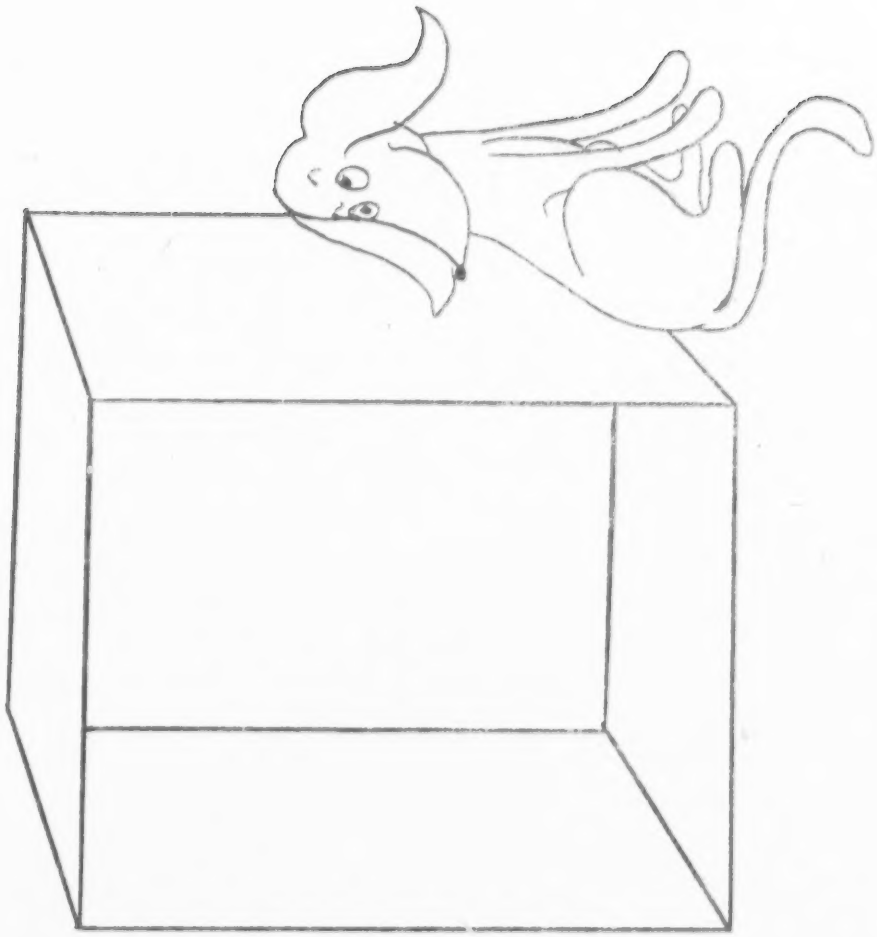


behind

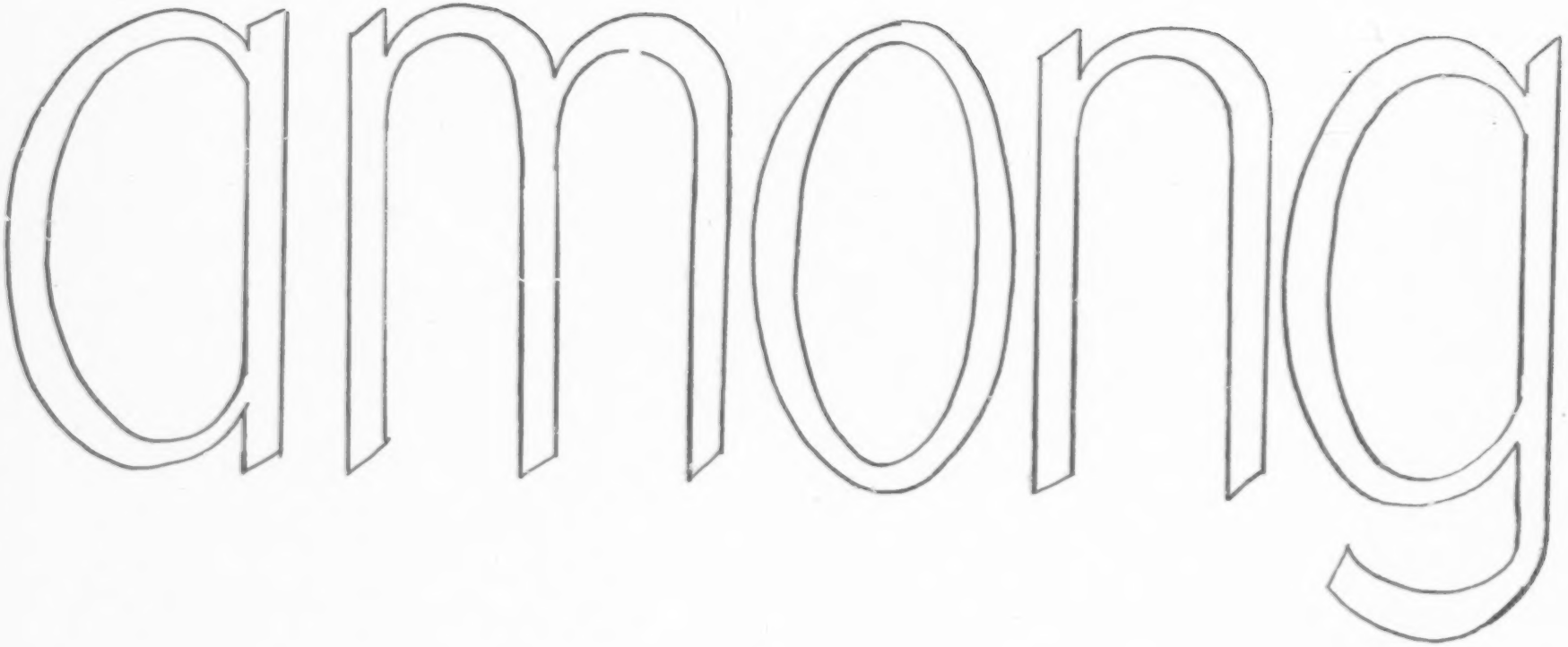
for


4 3 2 1 ...

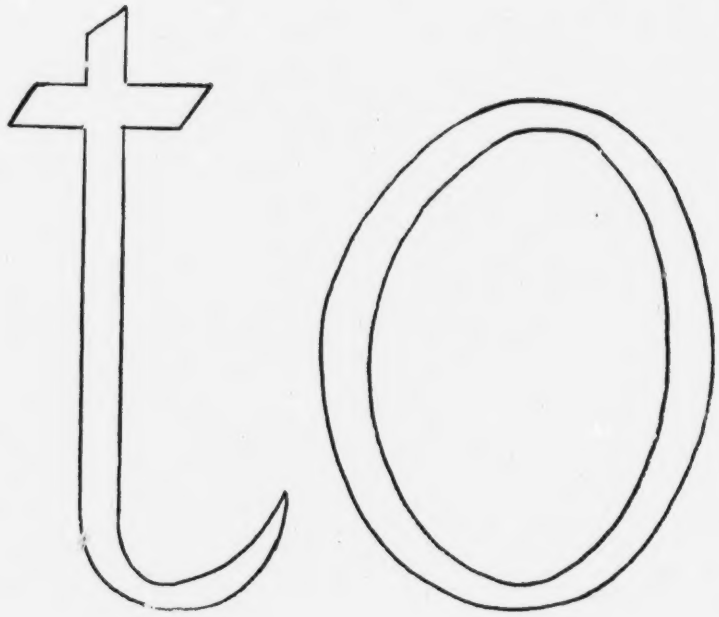
before

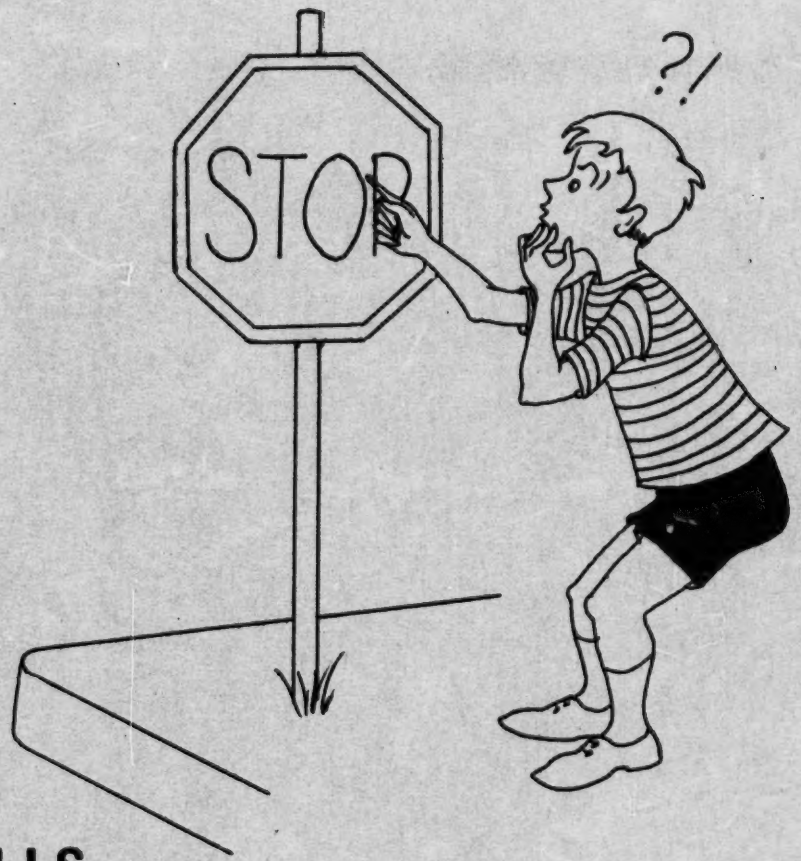


beside


among

with


to



FUNCTIONAL
ACADEMIC SKILLS

FUNCTIONAL ACADEMIC SKILLS

The Functional Academic Knowledge Skill Area is a controversial one in the training of the TMH. It has long been the opinion of many educators that the TMH Training Program must be limited to one of survival learnings necessary for future institutional placement or sheltered living. However, some TMH persons have shown the ability to acquire limited academic skills which have been useful and satisfying to them. The authors feel that this skill area should be a part of any TMH program.

In this Curriculum Guide, the Functional Academic Knowledge Area includes reading, penmanship and number experiences as needed by the individual to participate in a happier and safer home and community and to work in a sheltered workshop or activity center. While the area of reading cannot be considered the most important, it is probably the area most used and most abused. Since it is generally accepted that children with an I.Q. below 55 will not read readily, the authors believe that reading activities should be limited to names, directions, and labels which have meaning and practical value to the students. Numerous opportunities must be provided so an individual can achieve the degree of "reading" of which he is capable. In some rare instances, older trainables, who have reached their optimum mental maturity and have been trained in an exceptional program for many years, may read a few words or sentences. It is common for some students to memorize words or stories and recite them with very little understanding. However, if a child begins to read words or sentences with comprehension, a complete re-evaluation should be requested to determine if the student has been placed in the wrong program.

Although writing and many number skills may be beyond the capability limits of most of these students, learning opportunities must be provided to develop some limited skills which may be helpful to them. The authors agree that writing words other than name, address and pertinent information needed for employment has very limited value. At the same time, we believe that any number learning the TMH can achieve is valuable, but they do not advocate the teaching of numbers which the child cannot understand or use. The school environment, which is the ideal place to teach skills for daily living. must not become a "Writing and Number Factory" merely to satisfy a few parents who insist on traditional academic training for their youngsters.

Such activities as these described in the Guide, must be taught in a relaxed, but structural, classroom atmosphere in which the student feels free to participate. The teacher must bear in mind that many discipline problems are caused by activities in which the TMH children cannot succeed or cannot understand. Rather than force a child to participate in something that has no meaning for him, it is better to forget the "academics" and concentrate on personal skills or social competencies needed to make him a more adequate individual in his post-school environment.

Skill Area – Functional Academic Knowledge
Level – Primary

Behavioral Objectives	Activities	Instructional Aids and Materials
Receptive and Expressive Language		
Naming		
The child will be able to:		
use correct names for persons and objects in school and home environment	**Vocabulary Development for Oral Language** father, mother, sister, brother, baby, paste, paints, home, family, pencil, paper, desk, cook, scissors, school, crayons, crayolas, teacher, table, chair, first and last name, principal, cigar box, school nurse, custodian, secretary, paint brushes (Review Communication Skill Area for suggestions in speech development.)	Actual objects and persons whenever possible
give his first and last name	Circle games for all students. Make first name cards for each child. Hold up card and ask, "Whose name is this?" When child responds, let him hold card. Put all student name cards in card pockets. Call each child and let him find and hold his name card. Put child's name card at desk or table where you want him to sit. (Tape the card to the table) Let him find his name. When child has learned to recognize his first name, play some games with flash cards with first and last names. (See Social Skills Activities)	First name card for each child. Card pockets Name card Tape First and last names flash cards
name family members: mother, father, sister, etc.	Use wooden family for identification. Use simple command: "John, please find the father, etc." Collect colorful pictures showing family fun. Say, "Who is throwing the ball?" etc. Locate a family set which can sit, stand, etc. Set up the doll house with furniture and encourage the students to play with the family. Listen to the child's play vocabulary to learn his vocabulary needs. Learn the Family Fingerplays.	Wooden Family Judy Company Colorful pictures of family fun Doll house with furniture Family which can sit, stand, etc. *Rhymes for Fingers and Flannelboard* pp.78-86

Behavioral Objectives	Activities	Instructional Aids and Materials
identify objects and persons in home environment	Associate names with people. Ask parents to supply pictures of all family members or make a home call and take instant-type pictures of each family member.	Instant-type camera Picture of each family member
	Make "Family Book," pasting pictures of one family on each page. Cover the pages with clear plastic and library tape so the books can be handled by student to find his family in the book. Let him identify each person by name.	Paper, clear plastic, library tape, pictures of each family member
	Make another family book using pictures from magazines or drawings by students. Have one page for each family member showing what he does each day. Show your book to the class identifying each family member and telling what he does.	Pictures Drawings Paper
	Identify objects in room that are found at home by Guessing Games.	Objects found in home
	Find pictures of objects you have at home.	Pictures of home objects
identify own street sign with help	Make some city streets with black or brown construction paper on a large table. Make small street signs for each students's home address. Attach street signs to small stick which has been stuck in modeling clay. Let each child take a toy car or truck and drive to his street sign. Repeat the name of the street sign.	Streets from black or brown paper Street signs for student's home address Popsicle or ice cream sticks Modeling clay Small car or truck
identify persons and objects in school	Make bulletin board with pictures of principal, secretary, aide, nurse, custodian, cooks and any teachers the students may contact.	Note: Make pictures with instant type camera
	Play "Find the _____" on the bulletin board. Identify the person with his job. Ask persons (whose pictures are on bulletin board) to visit class room so students can become acquainted with them.	Pictures of school personnel
	Read stories about school personnel. Ask, "What is his_____name?"	Stories of school Personnel
	Pretend you are one of the school personnel. Show what you would do. Tell what your name is (same as person you are pretending to be). Tour the school plant and see where each person (on bulletin board) works.	Tour of school plant
	Draw pictures of persons and things you saw on the tour.	Paper, crayolas
	Make a school book. Draw a picture of each person (from bulletin board) working.	School book Student's drawings
	Staple book together to take home to show parents. Teacher may write person's name at top of page so parents can encourage use of names at home.	
	Play identification game with objects. Say, "Find the table " or, "What has four legs?"	Objects in classroom
	Find pictures of objects in classroom.	Pictures of classroom objects
	Make charts showing objects which you may wish to use in teaching.	Charts with real objects or pictures of classroom objects

Behavioral Objectives	Activities	Instructional Aids and Materials
	Find two identical pictures of objects. Paste one in a box along with several other objects. Give the child the box and identical objects to match. (Real objects may be used with one object being stapled to the box.)	Box, two identical pencils, two identical scissors, etc.
	Sort pictures into categories (toys, people). Name the objects after sorting.	Pictures of toys, people
	Sort toys and play people into categories (toys, people). Name the objects after sorting. Sort objects (balls or balloons) according to color. Name the object and the color.	Play people Small toys Real objects or toys in a variety of colors
	Same activity with pictures.	Colored pictures of objects in room
	Put several objects on table. Ask students to close eyes. Take away one object. Guess which one is gone.	Small objects on table
	Same activity with pictures.	Pictures of objects
	Draw pictures of things you see at school.	Child's drawing
	Draw pictures of toys you play with at school.	Child's drawing
Following Commands The child will be able to: listen to and respond to simple commands	Give simple commands sueh as, "Close the door," etc.	
	Play Action Games: "Put your hand on your head," "Put your hand under the chair," etc.	
	Play Identification Games. Give simple command such as, "Bring the big ball to me " or, "Bring the red ball to me."	Toys for identification
	Play records which give directions for marching, walking, clapping, etc.	Records (See Suggested Materials at end of skill area)
	Play "Exercise Game." Appoint a leader and instruct everyone to follow the leader.	Leader
	Instruct the leader to run around the room, hop around the room, etc.	
	Action songs (also see Suggested Materials at end of skill area).	*Music Activities for Retarded Children* pp. 62, 90 *Rhymes for Finger and and Flannelboards* pp. 108-113.
	Learn Fingerplays.	
Respond to Action Words The child will be able to: respond to and use some action words	**Vocabulary Development for Oral Language** jump skip work stand go bring run hop sit come put	Pictures illustrating action concepts you wish to teach
	Review action fingerplays. (pp. 108-113)	
	Play "Follow the Leader." Instruct the leader to hop, skip, etc.	
	Follow directions. 'Run to the door." "Stand up." "Sit down."	

Behavioral Objectives	Activities	Instructional Aids and Materials
	Sing and act out creative activity with records. Play Pretend Games. "Pretend you are a rabbit. Hop around the room." "Pretend you are a dog. Walk around the room." Look at action pictures showing fun at school. Discuss the pictures and tell what each person is doing. Talk about fun things you do at home. Draw pictures of fun things you do at home. Tell the class about your picture.	Records to *The Kindergarten Book* pp. 8-32 Paper sack puppets make this game more realistic School fun pictures Home fun pictures Paper for drawing
Safety		
The child will be able to: use simple safety vocabulary for own protection	**Safety Vocabulary for Oral Language** STOP WALK fire burn BEWARE of DOG GO fun hot KEEP OUT any other safety words pertinent to own area. Play action games. Put on good marching or other fast record. Hold up run sign. Later hold up stop sign. Play this often using stop, go, run, walk. Sing Safety Songs (What Do You Do?) Play Guessing Games. Find the picture of something that will burn or "What word tells what we do with our feet?"	STOP and GO signs Flash card with BEWARE of DOG on it Other pictures to develop safety concepts Making Music Your Own Silver Burdett Company **Note**: Talk with parents regarding hazards in community. Build your vocabulary and words around these hazards.
observe simple safety rules	Practice using "STOP" and "GO" signs. Set up streets with small cars and trucks. Have a policeman to hold up "STOP" and "GO" signs. Take students out of game who do not obey rules. Practice walking up and down stairs. Use wooden room steps many times each day by giving simple commands. Discuss reasons we do not run up and down stairs. Talk about the times we run (playing games). Talk about the times we walk (fire drills).	STOP and GO signs Streets made from paper Small cars and trucks Policeman STOP and GO signs **Note**: Ask parent to make some wooden steps for room practice. Pictures to illustrate simple safety rules
Attention Skills		
The child will be able to: sit quietly and listen during short library periods	Contact school librarian for a regular weekly library period. Pretend you are in the library. They sit quietly with hands in laps or on top of desks while teacher reads a story or plays story record.	Story Record and record player

Behavioral Objectives	Activities	Instructional Aids and Materials
	Take the students to library programs for the regular students.	**Note:** Hold frequent conferences with the school librarian and make her aware of your needs and the students' abilities. Give her a list of your units and skill areas so that she can order suitable books, films and filmstrips. Suggest the names of interesting and well-written books on mental retardation for professional library. (See Suggested Materials at end of skill area.) Suggest books or pamphlets to read to students or for them to read. (See Suggested Materials at end of skill area.)
Penmanship		
The child will be able to:		
develop a vocabulary for penmanship	**Vocabulary Development for Oral Language** chalk, chalkboard, mark, dot, paper pencil, line, circle, design, write	Actual objects and drawings
	Identification Game: Give each student a pencil and chalk. Say, "Hold up your pencil." Then ask, "What do we use to write on paper?" etc. Hide a pencil. Say "Find the red pencil." When pencil is found, ask, "What did you find?"	Pencil Chalk
use one hand predominantly	Play painting songs on record player. Put the paint brush in the proper hand before he begins painting. Play games that require the use of one hand. Give individual instruction for play, being certain that each child uses his dominant hand.	**Note:** Observe students in every day situations. Make note of the child's hand dominance. Paper, paints Record player, music Individual instruction
hold chalk and/or large crayolas or beginner's pencil correctly	Many individual chalkboard exercises with constant supervision. Hold chalk in place until he learns to hold it alone. Never let child work alone until he can hold chalk properly. Individual scribbling on large newsprint with crayolas or beginner's pencil with constant supervision.	Chalkboard Chalk Large newsprint Pencil or crayolas
make simple motions with chalk, large crayolas and beginner's pencil	Make chalk marks on board with and without help. Make lines on board with and without help. Make circular movements on board with and without help.	Chalkboard Chalk

Behavioral Objectives	Activities	Instructional Aids and Materials
	Using large pieces of newsprint, let the child scribble with large crayolas. Practice staying on the paper. Practice drawing lines between dots. (This should be practiced on chalkboard and later transferred to large pieces of newsprint.) Trace over large, simple design with teacher help. Cover design with clear plastic so it can be kept clean. Trace over sandpaper name with finger. Trace over name (covered with clear plastic) with beginner's pencil.	Newsprint Large crayolas Chalkboard, chalk Large crayolas Large design Clear plastic Sandpaper name Name covered with clear plastic Beginner's pencil
Number Concepts		
The child may be able to: use the correct word in developing number concepts	**Vocabulary Development for Oral Language** Numbers 1 to 5 follow the leader count, big, small, first, many blocks, little, down, last beads, up, numbers, more behind, pegs, calendar, before short, tall, one, after in front of, large, days of week, few	Pictures illustrating number concepts Aids for counting Room calendar
learn the concepts of numbers 1 to 5	Count the boys. Count the girls. Count the chairs in the circle. Count the chairs around one table. Count your crayolas. Count the scissors at your table. Count flannel board objects.	**Note:** Count from left to right and touch each thing you count for concrete stimulation. Box of crayolas Scissors Flannel cut outs **Note:** These can be any kinds of objects you are teaching.
recognize and write the numbers 1 to 5	Put numbers 1 to 5 on flannel board. Count objects in the room and find the number symbol. Match number symbols and objects on charts. Draw objects to match numbers. Let each student choose a number, identify it and draw that many objects on his paper. Trace numbers with finger (made from sandpaper). Trace numbers with pencil (which have been covered with clear plastic). Write numbers in sequence with help. Select a flannel board number. Instruct the child to jump, hop, etc, that number of times.	Flannel board Felt numbers 1 to 5 Charts with different objects, 1-5, posted on them Felt numbers Paper, pencil, crayolas Sandpaper numbers Numbers covered with clear plastic Flannel Board numbers

Behavioral Objectives	Activities	Instructional Aids and Materials
	Make charts representing numbers 1 to 5. Use objects which you are trying to teach. Hold up one of the charts. Ask the child to find the felt number that tells how many objects are on the chart. Use pegs and peg board for counting. Say, "Find 4 red pegs. Put them on your peg board. Count them." Use concrete objects and written number symbols together. "Show me four beads. Now show me the number 4." Place large numbers in correct sequence. Learn counting Fingerplays. Play Numberite for teaching sequence, symbol, counting, and grouping. This game has 10 wooden pieces with numbers on each. Also holes for colored pegs to show numbers and groupings. The pieces fit together when sequence is correct.	Charts made with 1 to 5 objects Felt numbers Pegs and pegboard Magnetic board Magnetic numbers Colored beads Large three dimension numbers *Let's Do Fingerplays* pp. 60-74 *Rhymes for Fingers and Flannelboards* pp. 48-57 Numberite available from Judy Company
correctly use some of the following words:		
big and little	Measure each child with tape measure. Make a cardboard marker with each child's name to record his height. Compare two students. Compare the teacher and a student.	Tape measure Cardboard markers with each child's name on it
large and small	Have many large and small objects in room. Compare doll house furniture and real furniture. Compare large blocks and small blocks. Use Montessori Cyclinders Decreasing in Diameter and Height. Montessori wooden cubes (10) to show cubes from large to small. Make graded circles, squares and triangles from construction paper. Find large one or small one.	Large and small objects Doll house furniture, real furniture Large and small blocks Montessori Graded cylinders decreasing in diameter and height Montessori wooden cubes Large and small construction paper circle squares and triangles
tall and short	Refer to cardboard markers on wall. Decide who is tall and who is short. Learn Tall and Small Fingerplays. Compare sizes of students. Compare teacher and students. Use Montessori Cylinders Decreasing in Height only.	*Rhymes for Fingers and Flannel boards* p. 98 Montessori Cylinders decreasing in height
first and last	Play "Follow the Leader." Say, "Mary is the leader today. She is first." "Tom is at the end of the line. He is last." Play Name Game. Ask, "What is first name?" "What is last name?"	
before and after	Play Number Game. Put numbers 1 to 5 on edge of chalkboard. Say, "What number comes before _____ ?" "What number comes after _____ ?"	

Behavioral Objectives	Activities	Instructional Aids and Materials
in front of and behind	Get in line. Command students to walk in front of ____ or behind ____. Give simple commands like, "Walk behind the chair," or, "Stand behind the chair."	
up and down	Have set of wooden steps made, of three or four steps with a handrail. Learn fingerplays. Go down the steps. Walk up the steps. Give simple commands: "Hold your hand up high," and, "Put your hand down."	Wooden steps with handrail *Let's Do Fingerplays* pp. 76, 78, 79
one and more	Give similar commands using the names of objects you are teaching. Use colored blocks or beads. Place one block in front of the child, point to it and say, "One block." Then add several more blocks and say, "More blocks."	Objects in room Blocks or beads **Note:** Do not put the same number of blocks in front of the child each time or he will get the idea that more is a number.
few and many	Put two blocks on one side of table. Say "Few blocks." Put three or four blocks on the other side of the table. Say, "Many blocks." Have daily practice with a variety of objects.	**Note:** These concepts are very hard to teach. Variety of objects
Money		
The child may be able to: buy things at Play Store with money	Set up store with storekeeper. Have cans of food with pictures on them. Find can of food. Tell storekeeper what it is. He will sell it to student for a piece of money. Use real money.	Store Cans with pictures Nickel, dime, penny
Time		
The child will be able to: identify a clock and know it tells time	Have students play with toy clocks. Point to numbers on clock and count time. Have large Judy clock to set for play time, lunch time, etc.	Toy clocks Large clock, Judy Company
identify a calendar and find the numbers and days of the week on it	Have a room calendar. Find dates or put up date each day. Have flash cards with days of the week. Students may not learn the written word, but will be aware of the names of the days of the week. Put up a card showing the day of the week at the beginning of the school day. Find it on the calendar.	This may be teacher-made or obtained from Milton Bradley or other educational materials company Flash cards for the days of the week
Problem Solving		
The child will be able to: solve simple number problems	Send a child to a play store to buy something without money. Note how he gets the needed money.	Play store

Behavioral Objectives	Activities	Instructional Aids and Materials
	Ask a child to count balls when there are no balls in the room. Note if he looks for balls, asks for them or just stands. Tell child to write numbers, but do not give him a pencil. See if he will ask for one or will just sit at table.	Available balls (out of sight) Writing paper Pencils (out of sight)
Shapes and Sizes The child may be able to: use correct words for some shapes	**Vocabulary Development for Oral Language** circle rectangle shape pattern square round color words as needed	The teacher will decide what Science and Social Studies Activities are needed to meet the individual needs of her students. Various shapes in many sizes and colors
	Hold up shape. Identify the shape. Feel the shape. Find something in the room which is shaped like that. Manipulate form boards. (See Suggested Materials at end of skill area.)	**Note:** Introduce only one shape at a time. Do not introduce another until child can remember the name of the shape. Box – identical shapes to see and feel
	Show child a shape. Ask him to find one like it in a box by feeling. Paste pre-cut shapes on paper. Identify the shapes. Individual activities with geometric insets. Use egg cartons for sorting shapes.	Montessori cabinet with drawers to hold insets Educational Teaching Aids Division of A. Daigger and Co. Inc.
	Sort large and small objects according to shape. Sort round and square objects using boxes.	Large and small objects of several shapes Round and square objects Boxes for sorting
	Make raised figures and shapes on cardboard cards with sand, felt, and sandpaper. Blindfold a child and let him feel the shape and identify it. Then find another shape on the table like it. Trace over geometric patterns made by teacher.	Shapes and figures made of sand, felt, sandpaper Geometric designs
Color Discrimination The child may be able to: recognize and identify colors by name	**Vocabulary Development for Oral Language** red blue yellow black green purple orange brown	Many colored objects Crayolas
	Identify colors of clothing. Tell what colors you are wearing each morning. Check to see who else is wearing the same colors.	Clothing

Behavioral Objectives	Activities	Instructional Aids and Materials
	Fill pegboard with one color pegs. Identify the color. Finger paint with one color. When picture is dry, press with warm iron. Draw a large square or circle on the paper with felt pen. Student will cut around line of felt pen.	Pegboard, colored pegs Finger paints Warm iron Felt pen
match different colored objects	Make large color wheel. Give each child several circles of colored paper. Point to a color on the wheel and ask student to identify color. Then find a circle of the same color. Count circles if he has more than one of his color. Make a large clown for bulletin board. Give each child a sheet or construction paper with two balloons drawn with black felt pen. Help students cut out the balloons and identify color. Put one balloon on bulletin board. Attach a string to the balloon and anchor it to the clown's hand. Save the other balloon for matching games with the clown's balloons. Give each student a white sheet of construction paper. Help him draw 2 round circles on his paper. Let him choose a color for his balloons. Color and cut out balloons. Attach on long string to balloon and hang from ceiling. Take the remaining balloons and put in a box. Let each child choose a balloon and find the matching balloon hanging from ceiling.	Large color wheel Smaller colored circles made from onstruction paper Large clown Balloons drawn from construction paper Scissors String White construction paper Lid from coffee can Crayolas Scissors
	Fish Matching Game: Cut out fish from construction paper. Put one fish of each color on a table. Attach paper clips to the backs of the rest of the fish. Put the fish in a pond (box or waste basket) and fish out with pole, string and magnet. Name the color of the fish caught. Match it with a fish on the table. Match crayolas (save old crayolas).	Fish made from construction paper Box, pole, string, magnet, paper clips Miscellaneous crayolas
	Play "Balloons." Prepare felt balloons of many colors. As teacher reads poem, she selects a child to find the color and take balloon away.	*Talking Time* p. 109 Felt balloons String Flannelboard
Visual Memory		
The child will be able to: develop visual memory	Place three objects on the table. Ask students to close their eyes. Take away one object. Guess which one is missing. Seat all students in a circle. Ask students to close their eyes. Ask one student to go out of the room. Ask the other students to guess who is missing. Seat all children in a circle. Blindfold one child. Ask another child to go outside. Remove the blindfold and let him guess who is not there.	Three objects Table Students in circle Blindfold

Behavioral Objectives	Activities	Instructional Aids and Materials
Visual Sequencing		
The child will be able to:		
arrange story pictures in sequence	Read a story to the students. Read the same story using sequential pictures. Ask a student to find the correct picture as you read the story. Arrange three story pictures in sequence. Take picture stories from old workbooks. Paste on cardboard. Arrange the pictures in sequence.	Story Story with sequential pictures Three picture story Old workbooks Cardboard, paste
arrange objects in sequence	Make balls from colored construction paper. Make squares from colored construction paper. Using egg cartons, put all the balls in the top row and all the squares in the bottom row. Make four circles of several different colored construction paper. Make a row for each color.	Colored paper balls Colored paper squares Egg cartons Four circles of red paper Four circles of blue paper Four circles of green paper
	Use large round and square beads for stringing. Using egg cartons put all the round beads on the top row. Put all the square beads on the bottom row. Draw a square on the chalkboard. Let two students work on the chalkboard with you. As you draw one line, instruct them to draw a line until a square is formed.	Round beads Square beads Egg carton Chalk Chalkboard
Senory Training		
The child will be able to:		
develop a vocabulary for sensory training	**Vocabulary Development for Oral Language** nose eye mouth hand ear smell see taste feel hear Fingerplays – "The Child from Top to Toe." Learn as needed. Make up own action games. Touch "Your nose." "Close your eyes," etc. Make a mystery box for each Sensory Area. Put articles found in the room which can be used in each box. Let the students find the articles and decide into which box they belong.	Models Pictures *Let's Do Fingerplays* pp. 3-14 Mystery boxes Articles appropriate for each box
identify the function of the senory organs	Using five cigar boxes, paste an eye, ear, nose, mouth or hand on the top of each box. Fill the boxes with articles which will demonstrate the function of each body part.	Five cigar boxes Felt eye, ear, nose, mouth, hand Articles for boxes

Behavioral Objectives	Activities	Instructional Aids and Materials
	Mix the articles from two boxes. Put the right articles in the right box. Use boxes for identification, sorting and guessing games as needed by individual students.	Sensory training boxes
Auditory Discrimination		
The child will be able to:		
listen and respond to name and simple sounds	Call child's name. Repeat until he responds either by speech, glance or smile. Repeat name and give simple verbal command like, "Stop" or, "Walk." Teacher-made tape calling one child's name and giving simple command. Instruct students to follow directions given on tape. Instruct students to follow sounds made by teacher. (Close eyes and turn head towards sound)	Tape recorder Tape
recongize some sounds	Listening Game. Instruct students to close eyes or blindfold one child. Bounce a ball or ring a bell. Ask students to identify sound.	Objects to make noise Blindfold
discriminate between some sounds	Teacher and one child say, "Good Morning." Decide which voice was the child's. Record several voices with tape recorder. Identify voices.	Tape recorder Tape
imitate some sounds	Listen to records or tapes of different sounds. Imitate the sounds along with the record or tape. Teacher-made sounds: crying and laughing; yelling and whispering; singing and whistling; common school noises, common home noises, common community noises. Students imitate sounds made by teacher. Play Scott Foresman Records and imitate and identify sounds. Take field trip to a farm and imitate noise a made by farm animals. Take field trip to a zoo and imitate sounds made by zoo animals. Play "Sounds of Our Environment" records. Imitate sounds. Hold up animal cards. Imitate sound made by animal.	Records or tapes of common sounds Scott Foresman and Co. Common Home Sounds Common School Sounds Common Community Sounds Field trip to farm Field trip to zoo Peabody Language Development Kit Level P Records 6-10 Animal pictures Animal cards from Peabody Language Development Kit Level P
listen quietly for short periods of time	Play "Listening Game." Ask students to close eyes. Say, "What do I hear?" Play music, ring bells, etc. Ask students to identify sounds. Make auditory box. Put articles for listening inside. Ask students to close eyes. Select one student to choose noise maker and operate it. Let students guess what noise maker was chosen. Unit fingerplays for participation. Unit stories for listening. Unit music for listening.	Cigar box with felt ear pasted to lid of box Unit fingerplays Unit stories Unit music

Behavioral Objectives	Activities	Instructional Aids and Materials
Visual Discrimination		
The child will be able to:		
use his eyes to locate objects in his environment	Play, "Follow the Light." Have the room darkened. Flash a beam around the room and ask the students to follow with eyes. Attach a round object to a string. Instruct child to follow the object with eyes without moving head. It may be necessary to hold child's head between hands until he understands what you mean.	Flash light Darkened room Round object attached to string and mounted on board or ceiling
match colors and shapes according to size	(See activities under Shapes and Colors.) Draw cardboard circles using coffee can lids. Help students cut out circles. Paint circles, one of each of the several colors. Match cardboard circle with articles of clothing the students wear.	Cardboard, coffee can lid, scissors, tempera paints
	Have objects (one big and one little) in room.	Many big and little objects of the same kind
	Ask students to "Find the big _____," or, "Find the little _____." Identify object and size. Use shape inset boards. Use inset puzzles. Fill peg board with one color. Make chart with different shapes and colors pasted on it.	Shape inset boards Inset puzzles Pegs, peg board Chart with construction paper shapes in variety of colors
	Have duplicate shapes of same color to match. Find identical pictures of the same article you wish to identify. Paste one article in lid of box. (Along with pictures of other articles.) Use second picture for matching.	Duplicate shapes Boxes Identical pictures
Tactile Discrimination		
The child will be able to:		
use correct words for some shapes and colors	**Vocabulary Development for Oral Language** (This will be a list of shapes and colors you wish to teach. It may include some commands needed for playing games) Review vocabulary for colors, shapes, and signs.	Actual shapes and colors
identify some common objects by touch	Ask student to close eyes. Take a feather or pencil and tickle his hands and face to make him aware of the touch sensation. Play, "Guess What It Is." Put one object in a paper bag. Let each child feel the object without looking at it. Guess what is in the bag.	Feather or pencil Paper bag Assorted objects you want student to learn to identify

Behavioral Objectives	Activities	Instructional Aids and Materials
	Put big and little objects in paper bag. Ask student to feel both objects and get the small one for you.	Bag Large and small objects
identify some common objects by texture	Take a walk around the schoolground and touch things like dirt, trees, sidewalk, etc. Talk about these things and decide whether they are rough, smooth, etc.	Walk around schoolground
	Collect a number of substances which are hard, soft, sharp, sticky, etc. (Tin pie pans and baby food jars make excellent containers.)	Substances to illustrate touch sensations Baby food jars Tin pie pans
	Place number of different textures on floor (carpet samples, sandpaper, etc.). Blindfold child and let him walk on one of them. Remove blindfold and ask student to find texture he walked on.	Materials of different texture suitable to walk on blindfold

Skill Area – Functional Academic Knowledge
Level – Intermediate

C. A. 9.0-12.11
M. A. thru 5.11

Behavioral Objectives	Activities	Instructional Aids and Materials
Receptive and Expressive Language	(Review Communication Skill Area for Suggestions in speech development.)	
Vocabulary Development		
The child will be able to: use correct names for persons and objects in school and home environment	**Vocabulary Development for Oral Language** first and last names father's name mother's name sister's name brother's name principal's name custodian's name secretary's name various furniture found in home (as needed) school nurse's name school aide's name flowers name of school name of street (school location) name of street (home location) chairs desk table scissors paste pencil trees grass	Instant type pictures of persons Actual objects Pictures of furniture and objects
identify self with full name	Make flash cards for identification of first and last names. Make school building for bulletin board. Write students' names on small cards. When student identifies own name, place name card in school building. Put all students' name cards on chart holder. Ask student to close eyes. Take away one card. Guess whose name is missing.	Flash cards with first and last names Construction paper School building Small name cards Name cards Chart holder
associate family members with name (father – John Martinez)	Play Name Game: "Who is the father at your house?" Student replies, "My father is John Martinez." Variation: "Who washes dishes at your house?" "My sister, Mary, washes dishes at my house." Ask parents to send pictures of family members or make home calls and make pictures of family members. Use photos for vocabulary development.	Family pictures
	Make life experience charts related to family.	Chart rack and primary paper
	Encourage students to tell about family activities using names of family members.	
identify objects (by use) and persons in home and school environment	Associate names with persons. Talk about the people who work at school and tell how they help us. Identify objects using real objects.	Instant type pictures of people employed by school. Real objects you want to teach

Behavioral Objectives	Activities	Instructional Aids and Materials
	Identify objects using pictures of objects.	Pictures of objects you want to teach
	Identify objects from charts (may be real objects or pictures).	Real objects and pictures
	Take a walk around the school ground to identify homes, streets, schoolground, trees, flowers, etc.	Walk about school ground
	Draw pictures of things you saw on walk around schoolground. Tell class about your picture.	Paper, crayolas
	Draw pictures of people who live at home. Identify them by name and tell what they do each day.	Newsprint, crayolas or paints
	Draw pictures of people who work at the school. Identify them by name and tell what they do.	Newsprint, crayolas or paints
identify home street sign	Arrange with your bus driver for a tour of the home communities of your students.	Bus trip to go by every student's home
	Return to school and talk about the color of the homes and the location of them.	
	Draw a mural showing the homes (with each student drawing his own home). Make small street signs and paste them near each home. Let each student find his street sign and identify it.	Mural Street signs
	If the room is large enough, set off one area for streets. Make streets from black or brown paper. Let each student make his house on butcher paper, cutting it out. Let each student place his home on one of the streets. Make a small street sign and place it by the house.	Brown and black construction paper streets Butcher paper homes Street signs
identify school street signs	Draw buildings located near the school. Make streets from black or brown construction paper.	Black or brown construction paper streets Buildings drawn on butcher paper
	Put the buildings on a street. Set up street signs. Identify streets.	
Following Commands		
The child will be able to:		
listen and respond to commands	Give simple command using child's name.	
	(Vary the game by calling the child's name and giving the command. Then give another command and call the child's name last.)	
	Play records which give simple directions to be followed.	See Suggested Materials at end of skill area
	Play exercise records with students following directions. A record player with slow speed is essential until child learns to pay attention and follow directions.	Exercise records
	Play musical chairs (using seasonal objects in all chairs except one).	Seasonal objects to place in chairs
	Students march to music. When music stops all students sit down. The student who is sitting in chair without an object goes to the center of the circle and draws a paper from the box. The teacher reads the direction and the child must follow it.	Box with simple directions written on pieces of paper

Behavioral Objectives	Activities	Instructional Aids and Materials
Action Words		
The child will be able to:		
use the correct word for some body movement	**Vocabulary Development for Oral Language** jump sit skip dance walk stand hop twist Play frequent identification games. Hold up picture and ask student to identify movement.	Pictures or drawings illustrating body movements
	Ask individual student to find picture of someone jumping, etc. Look in magazines for pictures showing various movements. Identify the movement.	Pictures or drawings illustrating vocabulary Magazines
respond to many action words	Collect a good supply of action pictures for sorting. Make a box for each action word, pasting an action picture to represent the word on the top of the box. Give the student 5 pictures to put in the correct box. Play "Follow the Leader" to learn difficult action movements. Use records giving directions for various actions. Play "Pretend you are a rabbit," etc. and hop around the room.	Good action pictures Boxes for each action word you are teaching Action records
Safety		
The child will be able to:		
recognize and use some protective words	**Vocabulary Development for Oral Language and Recognition** STOP WALK Danger Keep Out GO WAIT Poison Bomb Shelter Private Property Pretend you are going on a walk. Hold up "protection words" for identification. Place various words around the room with clues (Make streets and put the word "STOP" on a street corner or put "Keep Out" over a door.) Let the pupils guess what the word means.	Pictures or drawings illustrating vocabulary Flash cards **Note:** The student may not learn these words, but he can be made aware of them, so that he will ask parents what they mean when he sees them.
participate in and understand simple protection games	Let one student be the mother or father. Give him a tagboard word (you may have to identify the word for him). Ask him to explain it to another child. Pretend you are a policeman. Show the boys and girls how to cross the street, etc. Adapt stories for flannel board. Let students act out stories you have read.	Tagboard words Protection stories adapted to flannel board

Behavioral Objectives	Activities	Instructional Aids and Materials
Attention Span		
The child will be able to: sit quietly during a library period	Have a regular weekly library period. Attend some of the library functions for other students. Read stories to students so they will learn to listen. Tell stories using the flannel board so students will learn to sit quietly and listen.	Library period Stories to read Flannel board stories **Note:** Talk with librarian before your library period so she will be aware of the abilities of your students, and can have material available when they arrive. Discuss your units of study so she can include books, films, etc. for your group. Give her a list of books on mental retardation for professional library. (See Suggested Materials at end of skill area) Giver her a good list of books for parents and students to read. (See Suggested Materials at end of skill area)
Penmanship	Review exercises for Penmanship found in Julia Molloy's *Trainable Children.*	Molloy, Julia S. *Trainable Children* New York: The John Day Co., 1963
The child may be able to:		
copy simple designs and some complicated designs	Review the exercises presented on the Primary level using large chalk movements. For some of your students, this type of exercise may be what he still needs. Copy simple designs by tracing and then by memory. Copy more complicated designs by tracing and by memory.	Chalk Chalkboard Simple designs Complicated designs
copy simple letters or name	Use sandpaper letters for tracing with finger. Use sandpaper name for tracing with finger. Make large copy of name on newsprint using heavy black lines. Trace over name Trace over dotted letters of name. Make name on paper with lines. Show the child the big letters which stand tall and touch two lines. Call his attention to the small letters that sit on the line and hang their feet below. Show the child how to hold his finger between the letters so they will be spaced evenly.	Sandpaper letters Sandpaper name Newsprint, black crayola Dotted lines covered with plastic Child's name on lined paper, using heavy black lines
write his name on smaller paper using two lines	Make a copy of the child's name on beginner's paper for child to trace. If lines on paper are not distinct, add a red line for the base line. When he can trace this paper, make another one leaving a space below his name for writing exercise.	Small copy of child's name on beginner's paper Copy paper with space for him to write

Behavioral Objectives	Activites	Instructional Aids and Materials
	When he is ready, take away the copy and let him write his name by memory. Supervise and quickly correct mistakes in spelling or letter formation.	Available copy card in case he forgets
Number Concepts		
The child will be able to:		
use correct names for some words and number concepts	**Vocabulary Development for Oral Language** Numbers 1 to 10 – time – nickel – short – tall – top – bottom count – age – dime – above – below – full – empty clock – day – quarter – fast – slow – paper dollar hands – month – telephone number – large – small week – penny – first – last – in – out Review number vocabulary on Primary level.	Actual objects Pictures of objects Illustrations or pictures showing concepts
learn the concepts of numbers 1 to 10	Count from left to right. Touch each object counted for concrete stimulation. Count students in room. Count boys. Count girls. Count pencils. Count desks.	Anything in the room which can be counted and touched
recognize and write numbers 1 to 10	Take number cards 1 to 10 and put in sequential order. Take one card away and students guess which card is gone. Buy, or make, object cards using numbers 1 to 10. Arrange object cards in proper sequence. Take turns beating drum or other instrument. Count the beats. Clap hands according to number direction. Learn fingerplays for counting. Play Numberite for teaching counting, grouping, etc. Each piece contains a number and holes for colored pegs.	Number cards Make a object card for each number from 1 to 10 Drum *Rhymes for Fingers and Flannel boards* pp. 48-57 *Let's Do Fingerplays* pp. 60-74, Judy Company
solve some simple money problems	Ask a child to count the pieces of money on a table (do not put any money on the table). See if he will ask for money or at least tell you there is no money on the table. Put nickels and dimes (no pennies) on a table. Tell the child to count the pennies. See if he will notice that there are no pennies and ask for some. Send child to play store with billfold (without any money in it). See if he will check to see if there is money in the billfold before he goes to the store.	Pieces of money Nickel and dimes Billfold without money

Behavioral Objectives	Activities	Instructional Aids and Materials
	Make arrangements with your neighborhood grocer to take students in to buy pop or candy. Give them some money but not enough to buy what they want. See if they can tell you how much more money they need or if they will at least ask you for more money.	Money
	Take some gum, cookies, and penny candy to the room and set up a store. Sell each item for one penny. Have the students count out their money and as they do so, take part of it before they finish counting. See if they can figure out that someone has taken part of their money and that it is not wise to leave money on desks and tables when playing or working.	Gum, cookies, penny candy Pennies
tell where he lives	Help each child make his home from construction paper. Write his house number on it with felt pen. Take turns showing where you live and finding the house number.	Houses from construction paper Felt pen
	Teacher will make a plain house for each child. Put house number on house. Put all houses on bulletin board. Play "Find Your House" Game until every child can recognize his own house number. (Move houses around to reinforce numbers.)	Plain paper house with house numbers
	Give each student his home number on a small card. Let him match it with the correct house number on the bulletin board.	Small card with house number
	Make flash cards with street address of each student. Put the cards in card pocket. Play "Find Your Street Address."	Street address flash cards
learn his age	Write a short story about a student giving his age. Read the story to the students. Let them guess who the story is about.	Short stories about students
	Play "How old are you?" Students says, "I am ____ years old."	
	Hold up a number. Say, "Who is ____ years old?" Student raises hand. If he is correct, he gets to hold number card.	Number cards to 10
	When students can recognize all the numbers to 10, make numbers up to 12 so older children can recognize their age number.	Number cards to 12
learn his telephone number	Make a telephone dial using only numbers (letters and numbers are too confusing). Write the student's telephone number on a piece of paper. Help him read the numbers and dial them.	Telephone dial using only numbers Telephone number cards
	Read his telephone number for roll call.	**Note:** Do not be too concerned if a child cannot learn his telephone number by memory.
develop simple time concepts	Work the clock puzzle.	Clock puzzle
	Make a large clock with moveable hands. Set the clock at hour we come to school, eat lunch, go home, etc. Tell the students the time the clock shows.	Large clock with moveable hands

Behavioral Objectives	Activities	Instructional Aids and Materials
	Have small clock for practice by each child. Make paper plate clocks with long hand red and short hand blue. Show students different kinds of clocks: alarm, striking, watch, etc.	Small clocks Paper plates Red and blue hands
sometimes recognize penny, nickel, dime, quarter and paper dollar without sense o of value	Play games with real money, "Find the penny," etc. Hold up a piece of money. Ask, "What is this piece of money?" Ask the student who identified it to find another piece just like it. Put two or three coins of different denomination on the desk. Ask students to close their eyes. Take away one piece of money. Guess which coin is missing. Play Store. Sell food for money. Pay for lunches in school cafeteria. Take a field trip to a store. Buy something and pay for it. Take a field trip to a drive-in. Buy a drink and pay for your own.	Real money Penny Nickel Dime Quarter, paper dollar Play Store Field trip to store Field trip to drive-in
correctly use some of the wollowing words:		
large and small	Measure each child in room. Put chardboard marker with child's name to record height. Compare teacher and child. Compare two students. Use graduated sets of Judy Stick O'Mats for flannel board.	Cardboard markers for each child's name Tape measure or yard stick Stick O'Mats (available in circles, squares, triangles and rectangles) The Judy Company
first and last	Have name cards with first name. Have name cards with last name. Instruct students to find first or last name. Place objects on table. Say, "This is the first object." "Find the last object." Learn to identify first and last person in a row or line. Learn to identify first and last person in line when it is time to go home.	Card with first name Card with last name Small objects Table or desk
in and out	Give simple commands: "Go in the room," "Come out in the hall," etc. Put objects in the box. Take objects out of the box. Get out of the bus.	Small objects Box Bus
top and bottom	Get a large cardboard box with top on it. Set box up and say, "This is the top of the box and this is the bottom." Then turn box over and repeat, making sure that child understands top is usually up and bottom is usually down.	Large cardboard box
above and below	Get supply box. Show child that top comes up but bottom of box will not. Use jars with lids that screw on and off. Explain the above means up and below means down. Use your hand for pointing.	Supply box Baby food jars with lids

Behavioral Objectives	Activities	Instructional Aids and Materials
	Have two students hold a rope. Let the other students get in line and throw a ball above the rope or below the rope. Name cards placed above coat rack may be used to teach, "Hang your coat below your name."	Rope Ball Name cards Coat rack
over and under	Use a rope or volley ball net. Instruct the pupils to throw the ball over the net, then under. When activities are reinforced in classroom suggest that pupil throw ball over table, over chair, etc. Then practice rolling ball under various objects.	Rope or volley ball net Ball
short and tall	Refer to height marks. Talk about the big students and the little students in room. Decide whether these students are short or tall. Suggest that the short students stand on one side of the room and the tall students on the other. Talk about families. "Are they short or tall?"	Yardstick or tape measure for recording height
slow and fast	Use record player with several speeds. Make record go slow, then fast. March to music being certain to say, "This is slow music," etc. Walk fast and then slow. Run slow and then fast.	Record player with three speeds
full and empty	Take food cans from store and fill them with dirt. Show that can is full. Pour out dirt and show that can is empty. Fill can with water. Note that the can is full. Keep pouring water and show that the water runs over because it is full. Take empty can and pour a little water in it. Note that it did not run over because it was not full.	Empty food cans Dirt Empty food can Water Empty can and water
Social Studies		
The child will be able to:		
name the days of the week with help	Make a calendar for each child. Show them the correct day on the calendar. Give the name of the day. Write the correct number for this day when they arrive at school. Talk about what we do on the different days of the week. Talk about how we know when it is another day (after we sleep at night, etc.). Repeat the days of the week.	Small calendar for each child
count the days in the week	Count the days of a week on the big room calendar. Count the days of the week on little individual calendars. Talk about how we know it is another week, as we did not go to school for two days, or, yesterday was Sunday.	Large room calendar Small calendars
count the weeks in a month	Count the week moving hand from left to right to show whole week on large room calendar.	Large room calendar **Note:** This may be difficult for many students.
name the months of the year as they apply to school activities	Name the month on the calendar each day. Talk about school holidays and the month in which they fall. Talk about student's birthday and in which month it is.	Large room calendar

Behavioral Objectives	Activities	Instructional Aids and Materials
	Learn Fingerplays for Holidays and Special Occasions. Mention the month of these holidays.	*Let's Do Fingerplays* pp. 92-101 *Rhymes for Fingers and Flannel Boards* pp. 58-76
	Show seasonal movies calling attention to the month.	Seasonal movies
	Make seasonal art activities. Put on bulletin board with name of month above it.	Art bulletin board
		Note: The teacher will decide what Science and Social Studies Activities are needed to meet the individual needs and abilities of her students.
Visual Discrimination		
Shape and Size		
The child may be able to:		
use correct names for some shapes and sizes	**Vocabulary Development for Oral Language** circle, triangle, shape, pattern, big, sort square, diamond, size, round, little, match	Real shapes in several sizes
	Play identification game. "Find the circle," "Find the small circle," etc.	Shapes made from cardboard
discriminate between different shapes and sizes	Guessing Game: "Which shape is round?" "Which shape has three sides?" Child may answer by pointing until he learns the real name of each shape.	Large cardboard shapes
	Fingerpaint with two colors. When dry press with warm iron. Select and identify shape to draw on fingerpaint design. Help student draw shape. Cut out and take home.	Large cardboard shapes Iron Fingerpaint paper and paints Pencil, scissors
	Individual activities with Geometric Insets.	Montessori Cabinent with drawers to hold insets
	String beads according to shape; round, square, etc. String beads according to size; large, small. Sort cardboard circles according to size. Sort cardboard squares by size. Make raised shapes on cardboard squares using sand or felt. Blindfold the child and let him feel and identify the shape. Draw shapes in wet sand. Go around shapes with yarn.	Beads String Cardboard circles Large and small cardboard squares Cardboard squares with raised shapes made from sand or felt Box of wet sand Shapes with holes around it, yarn, yarn needle

Behavioral Objectives	Activities	Instructional Aids and Materials
Color Discrimination		
The child may be able to:		
identify some color words	**Vocabulary Development for Oral Language** red yellow orange black green blue purple brown other color words as needed	Color words with colored objects Flash cards
	Play color games. Hold up object. Say, "What color is this?" or, "Find something red," etc. First use color cards with objects, then regular flash cards.	Color cards Flash cards
identify likeness and differences in colors	Match clothing colors and room colors. Use one or two colors on pegboards. Sort cardboard squares according to color. Have a box for each color with a colored square pasted on bottom of box. Match color with color word. Have a "Color Detective" who finds everything he can of one color. Choose different color for next "detective."	Pegs and pegboard Cardboard squares in various colors Box for each color
Visual Sequence		
The child will be able to:		
develop visual sequence	Read a story. Let students retell story with pictures. Let students tell story with flannel board figures. Put pictures in right sequence to tell story. String beads according to pattern: round bead, square bead, round bead, square bead, etc. String beads according to color: red bead, blue bead, red bead, etc.	Story with pictures to retell story Flannel board figures Picture story Round and square beads Colored beads Laces or cords
Visual Memory		
The child will be able to:		
develop visual memory	Take a tour of the school building. Return to the room and tell what you saw. Read a story to the students. Let them retell the story with pictures. Have two pictures of some object, except that one picture has something missing – cat with no tail, etc. Fine what is missing. Place two or three objects on a table. Look at objects. Cover with cloth. Let students recall what is under cloth. Look at a picture of one object. Take picture away. Ask questions about colors in picture.	Tour of school building Story Pictures of story Visual Closure Cards Two or three objects Cloth Picture of colored object

Behavioral Objectives	Activities	Instructional Aids and Materials
Auditory Discrimination		
This child will be able to:		
recognize own name when given with simple command	Play "Do What I Say," Game. Teacher calls out child's name and commands, "Walk around the room." The child responds.	
	Make tape giving child's name and simple command. Vary the tape to use first names, first and last names and "all students."	Tape recorder Tape
discriminate between sounds	Use music to illustrate soft and loud; fast and slow; high and low; etc.	Piano
	Singing with record player may also be used. Play "Gossip." Use normal voice at first. When students have learned to listen, play same game with whispering instead of normal voice.	Record player
	Use tape recorder to tape voices of students in room. Discriminate between voices.	Tape recorder
	Ask the principal and another teacher to record voices on tape. Ask coach and school secretary or nurse to record voices. Decide which voices belong to men and which belong to women.	Tape recorder Men and women to record voices
Auditory Sequencing		
The child may be able to:		
recognize and imitate sound sequences	Using a drum, tap it once softly, once loudly, once softly, etc. Instruct the student to play what he heard.	Drum
	Ask students to close eyes. Play another drum rhythm. Ask the student to play what he heard. Play soft and loud number rhythms, two soft and one loud, as needed.	Drum Drum
respond to different sounds	Play "Do as I Say." Teacher calls student's name and says, "Hop around the room." When students learn to play the game, a student may be the leader.	
	Play record. Instruct the students to walk to the music and stop when they cannot hear music. Play record. Instruct the students to keep their eyes closed when the music is playing.	Record player March records
	Open their eyes.	Record player Soft, quiet records
	Contact telephone company for "Tel-a-Trainer Sets."	Tel-a-Trainer Sets
	Teach students to dial phones so they will ring. Encourage them to listen, answer the phone and respond to the conversation of their friends.	
Auditory Sequential Memory		
The child may be able to:		
repeat sounds from memory	Learn many fingerplays. After students have learned them, choose one student for leader or have individual students say fingerplays.	Seasonal or unit fingerplays
	Flannel board stories which have lots of repetition in them.	Flannel board stories

Behavioral Objectives	Activities	Instructional Aids and Materials
	Play "Little Echo." Teacher holds up picture or object and makes the proper sound. "Little Echo" repeats what she said. After students understand the game and recognize the sounds needed for all cards, appoint a student leader and a "Little Echo" to play alone.	Pictures of animals and objects with common sounds
recognize sounds for protection	Practice marching in and out of the building for fire drill. Instruct the students to go out of the building when they hear the fire bell. Listen for the sounds of police, fire and ambulance sirens. Talk about the different sirens and how each helps us.	
	Make a tape of police, fire and ambulance sirens. Identify the sounds.	Tape of police, fire, and ambulance sirens
	Listen for car horns and policeman's whistle. Explain that they can keep us from being hurt if we listen for them.	
	Take students to fire station to hear fire siren.	Field trip to fire station
	Ask Ambulance Company to send an ambulance by the school when they are in the neighborhood. Show the students the inside of the ambulance and let them hear the siren.	Ambulance
	Invite a policeman to school to talk with the children.	Policeman
Visual Discrimination Skills		
The child will be able to:	(See activities and vocabulary for color, shapes, and sizes.)	
see likeness and differences in some colors, shapes and sizes	Sort colors according to shape.	Duplicate colors and shapes
	Sort colors according to size.	Many colors in a variety of sizes
	Play "Fit a Space" games with several children. See which child can fit all the spaces first. Fit color barrels according to size.	Fit a Space Games Color barrels
	Color a picture according to teacher direction. Make many shapes of primary and secondary colors. Sort into colors or shapes, using egg cartons or small boxes.	Picture to color Many shapes in a variety of color
	Beads – string according to teacher direction.	Beads and cord
	Pegboards – complete board as directed.	Pegs and pegboard
Tactile Discrimination		
The child will be able to:		
identify many objects in his environment by touch alone	(Review activities used in teaching shapes and sizes.)	
	Ask student to close eyes or use blindfold.	Objects suitable for touching
	Touch the child with an object. Identify the object.	
	Place assorted textures on floor. Let blindfolded child walk on textures. Remove blindfold and ask him to find ones he walked on.	Assorted textures placed on floor
	Blindfold child. Give him a shape to feel. Identify the shape.	Assorted shapes
	Variation: give him a shape and ask him to find another one like it. Identify shapes before removing blindfold.	Duplicate shapes
	Trace over designs with finger for identification.	Teacher-made shapes or designs
	Trace over shapes with felt pen for identification.	Felt pen
	Using a pan of wet sand, make shapes for reinforcement.	Pan of wet sand Pencil or finger

Behavioral Objectives	Activities	Instructional Aids and Materials
Problem Solving Situations		
The child may be able to: solve some simple problems	Write each child's name on piece of tagboard. Turn the cards over so the students cannot see their names. Ask each student to sit in front of his name card. Note how long it take the students to turn cards over and locate name.	Name card for each student
	Ask students to sit in a circle. Hold up child's name card (name side to you – blank side to child). Note how long it takes student to turn card over so he can see his name.	Name cards
	Variation: flash cards rapidly. Note length of time it takes student to determine you are flashing cards too rapidly.	Flash cards
	Start daily activities without lights with blinds closed. Note length of time it takes students to turn on lights or ask you to open blinds.	

Skill Area – Functional Academic Knowledge C. A. 13.0-16.11
Level – Pre-vocational M. A. thru 6.11

Behavioral Objectives	Activities	Instructional Aids and Materials
Functional Reading		
The learner will be able to:		
recognize some words from protective vocabulary	**Suggested protective vocabulary for Flash Cards** STOP BUS STOP ENTRANCE GIRLS GO IN LADIES MEN WALK OUT GENTLEMEN WOMEN WAIT EXIT BOYS STEP DOWN (Buy or make flash cards needed for own community.)	Flash cards with pictures or illustrations
	Circle Game. Show flash cards with pictures or illustrations. Tell what the word is. Variation: Say, "Find the card which says Girls."	Flash cards with pictures or illustrations
	Hold up card. Let students guess the word. The student who guesses correctly may hold card. Count the cards at the end of the game.	Flash cards with or without pictures or illustrations
	Play "Follow the Leader." Hold up a card. Do what the leader does. If he is correct, he holds the card. If not, he goes to the end of the line.	Flash cards
	Set up a mock cafeteria with a waitress, etc. Select two couples to go out to eat. Place words over the restroom doors. See if the couples can find the correct restroom sign. Later send couples out in the hall. Change the words and see if they recognize the new words.	Mock cafeteria with waitress, etc. Couples Flash cards
	Set up a mock store. Use Entrance and Exit cards over door. Practice marching in and out of the room with a leader deciding which door to use.	Mock store Entrance and Exit cards
	Match words and pictures.	Flash cards Cards with word Pictures or illustrations
	Let one student pretend he is a mother or father. Tell "your child" what a protection word means and why he must learn it.	
recognize some neighborhood signs	Take a walk in the community. Look for street and building signs. Discuss reasons why these signs are needed.	Make sign cards for community (Pictures or illustrations will be needed with cards.)
	Tour the communities where each student lives. Note the street intersections near the student's home.	
	Set up mock city streets on top of a large table. Ask each student to make his home from colored construction paper. Write the house number on each house. Place the homes on the correct streets. Make street intersections near the homes.	Mock city streets made from black or brown construction paper Houses made from construction paper
	Talk about the street signs so students will become more familiar with their community.	
	Set up a street intersection on the floor. Use some of the street names near students' homes. Practice crossing the streets using STOP signs, lights or WALK and WAIT signals.	Street intersection with familiar street names Stop signs, walk and wait signals, traffic lights

Behavioral Objectives	Activities	Instructional Aids and Materials
	Pretend you are a policeman, fireman or some other person working in the community. Make your clothing from crepe paper. Act out your job using flash cards. A policeman may hold up the cards, "GO" or "WAIT." A fireman may hold up the card, "STOP" until the fire truck goes by.	Crepe paper Flash cards
	Visit a sheltered workshop or factory. Look for building signs. As guide to explain signs and tell why they are needed.	Field trip to sheltered workshop or factory
	Invite someone who has been injured in car accident to talk with your students and stress obeying signs and signals.	Resource person
	Invite someone who has been bitten by dog to talk with your students and stress, "Beware of Dog" sign.	Resource person
read directions on work chart	Make a large work chart showing room jobs and days of the week. Place the child's name under the job he is assigned for the day.	See chart below

STUDENT WORK CHART				
Date	**water flowers**	**sweep floor**	**dust furn.**	**clean chalkboard**
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

	Read chart together until students are able to read work assignments, without help. A small work sheet may be made for each student so he can record his daily job assignment. Send chart home at end of week so parents will be aware of school jobs.	See chart below
	Write work activities and names of students on blackboard for further reading.	
	Make work activity word cards and student name cards. Match according to daily work chart.	Student name cards Work activity words cards

STUDENT WORK CHART				
Date	**water flowers**	**sweep floor**	**dust furn.**	**clean chalkboard**
Monday	Mary	John	Anna	Fidel
Tuesday				
Wednesday				
Thursday				
Friday				

Behavioral Objectives	Activities	Instructional Aids and Materials
role play job and follow directions	Make students aware of the many jobs in the community. Find pictures of different jobs. Identify the job. Invite resource persons to talk about their job when there is a need for such people. Show movies and filmstrips about jobs students show interest in. Dramatize jobs seen on movies or filmstrips. Stress the importance of following directions so you will be a good worker. Use any vocabulary you have seen in movies, filmstrips or on field trips.	Pictures of jobs Resource persons to describe jobs Movies and filmstrips
visit a library and make his needs known	Set up a regularly scheduled library period each week. Talk about your interests before going to the library. Take your students to activities scheduled for regular students. Set up a mock library. Choose one student for librarian. Visit the "library" and tell the librarian what you wish to "read." Be certain to observe library rules. Ask librarian to schedule "occupational programs" for your students so they may talk with her and she can become aware of their abilities and needs. Take a field trip to a neighborhood library. Note how it is different from a school library	Library period Mock library Occupational programs set up by librarian Field trip to neighborhood library **Note:** Talk to school and public librarians. Give them lists of books on Mental Retardation suitable for children and adults to read for better understanding of TMH children.
Penmanship		
The learner may be able to: write isolated words needed for job application or employment in manuscript or cursive writing	Practice writing complete name. For some students, this may still be large manuscript writing, using two or more lines. Use the following exercises for students who will benefit from them: Using paper with 1 inch squares and heavy lines drawn by teacher, trace over prepared copy of name. Large sandpaper letters for feeling. Sandpaper letters for spelling complete name. After feeling sandpaper name, print name on two lines on paper. Make smaller manuscript letters when student is able to do so. Use the following exercises for students able to use manuscript writing on one line: Trace over name on prepared copy. Spell name with small sandpaper letters. Give student paper with name, address, and telephone number. Instruct him to copy each on the line below it. Use a model until it is no longer needed.	Heavy lined paper with 1 inch squares Large sandpaper letters Beginner's paper Pencil Regular tablet paper Prepared copy of each name Small sandpaper letters Prepared copy of students name, address and telephone numbers with lines between each for copying

Behavioral Objectives	Activities	Instructional Aids and Materials
	Some students may be using cursive writing. Practice feeling sandpaper or raised alphabet letters in cursive writing. (Encourage the student to make letters correctly but do not force him.)	Sandpaper cursive letters Raised alphabet letters in cursive **Note:** TMH should be allowed to write anything that is useful or pleasurable to them. They should not be forced just for the sake of writing.
	Play "Write a Word Game." Make word cards for a number of words learner will need in sheltered workshop situation. Hold up a card and say, "Let's see who can write Exit first." The child who writes the correct word first gets to hold the card. Count cards when the game is completed. Some students may be able to spell the word while looking at it.	Word cards of words needed in sheltered workshops
	Use simple form to fill in giving name, age, address and telephone number. (Make a card with this information for each child so he will have it available when he needs it.)	Paper, pencil Simple form with place for name, age, address and telephone number
	Provide many dot pictures for practice in drawing lines. (These may be covered with plastic if necessary.)	Dot pictures
will be able to sign name	Practice signing name like you will to endorse payroll check. Manuscript or cursive. Practice cursive writing of name. Learn to write this neatly. Remember that signature must be legible.	**Note:** If student cannot master name with cursive writing, teach him to do his name in manuscript neatly.
may be able to copy from chalkboard or	Copy the work schedule and names of persons assigned to each task from the chart. Make a chart for each student. Record the colors of clothing worn for a week.	Chart, paper, pencil See chart below

Chart

Date	shirt	dress	pants	shoes	coat
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Make a daily page for a clothing book, showing clothes you wore to school for a week. Find articles in catalogs, cut out and paste on paper. Write blue shoes, etc. under each article of clothing.

Paper for booklet
Catalog, scissors, paste

Behavioral Objectives	Activities	Instructional Aids and Materials
	Keep a weather chart for a week.	See chart below

Day of Week	rainy	fair	windy	cloudy	snow
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

will be able to read some foods on a menu	Ask a local restaurant for menu. Learn the names of some foods on the menu. Set up mock restaurant. Order foods from menu. Take a field trip to a restaurant. Each lunch there. Write stories about the field trip. Read to students letting them supply key words which they have learned.	Restaurant menu Mock restaurant Field trip to restaurant for lunch Stories of trip

Functional Arithmetic

The learner may be able to:

use correct words for some numbers and number concepts

Vocabulary Development for Oral Language

clock	time	month	in
hands	age	year	out
hours	telephone number	penny	full
minutes	day	empty	pounds
nickel	calendar	top	bottom
dime	half dollar	short	feet
quarter	dollar	tall	
cents	inches	large	
numbers one to twenty	week	small	

any other number words as needed
(Review the vocabularies on the Primary and Intermediate levels.)

Actual objects
Pictures or illustrations of number concepts

learn number concepts to twenty	Play number games. Find the number symbol which tells how many boys are in the class. Find the number symbol which shows the number of persons in room. Match objects with number symbols. Match number symbols with number words.	Cards with number symbols Small objects Number symbol cards Symbol cards Cards with number words

Behavioral Objectives	Activities	Instructional Aids and Materials
Time		
The child will be able to:		
recognize some dates on the calendar	Make individual calendars to keep in supply boxes. Let each student draw his own calendar using pencil and ruler. Some students may need broken lines made on paper for tracing. Help any student who cannot work alone. Find the date on large room calendar. Write it on small calendar. Have a certain time each day to discuss the day, month and year. Keep a weather chart recording the temperature and date.	Paper Pencil Ruler Room calendar Thermometer Weather chart
may be able to tell time according to the clock, by hour or time school starts, etc.	Have a large clock with moveable hands in the classroom. Paint the minute hand red. Set the clock at the time you come to school. Learn what time that is. Give each student a small clock and practice setting it like the big clock. Practice setting the clock at hours you do certain activities. 12:00 eat lunch — 3:30 go home 2:30 recess — 9:00 come to school	Large clock with moveable hands Small clock for each student Large and small clocks
	Time Game: Divide the class into two groups. Give each child a small clock. Set the big clock at any hour. The person who first sets his clock and identifies the correct time wins a point for his team. **Time Game**: Divide class into two groups. Say, "Who can show me where the hands of your clock will be at 2:00?" The student who sets his clock correctly wins a point for his side.	Large clock Small clocks for each student Large clock Small clock for each student
	Play "Tell Time Quizmo." Talk about favorite TV programs. Mention the time this program is seen. Show correct time on big clock. Set the little clocks and repeat the time.	Tell Time Quizmo Milton Bradley Co. Large clocks Small clocks **Note**: Don't force telling time on a student if you see he doesn't enjoy it. Another activity would be better at this time.
tell time in terms of how long	Discuss things you will do today, tomorrow and next week. Talk about how long we stay at school. Talk about how long it takes to eat lunch. Talk about how long it takes us to get home. Talk about how long we stay home and what we do while we are there.	

Behavioral Objectives	Activities	Instructional Aids and Materials
Money		
The child will be able to:		
recognize some pieces of money	(Review money vocabulary at beginning of Functional Money Area.) Set up a play store. Using real money, buy a can of food. Locate the price stamped on the can. Tell the student what pieces of money he will need to buy the can. Help him find the correct pieces of money.	**Note:** Make the student aware that everything in a store costs money Play store with stamped food cans
	Cut pictures of articles you would like for Christmas or birthday presents. Decide which one would cost more and why. Find pieces of money needed to pay for it. Bring price tags from home showing cost of some article. Help the students find the right pieces of money to pay for the article. Place several pieces of money on the table. Ask one student to find a penny or all the pennies. (This may be an individual exercise or group activity with students divided into two groups.)	Catalogs Magazines Scissors Price tags Real money
	Identify pieces of money by name. Discuss cost of school lunch. Put several coins out. Help the child find the right ones to pay for his lunch.	Real money
play simple money games	**Money Game:** Put five pennies and a nickel on the table. Make flash cards for numbers 1-5. Hold up the card with one on it and ask him to find that many pennies. When the number 5 is used, explain that a nickel is the same as five pennies. Sort coins. Match coins. Match real coins with pictures of coins.	Five pennies Nickel Flash cards for numbers 1-5 Real coins Pictures of coins
	Set up a mock bus. Go for a ride and pay the driver the fare. Take a bus trip about the city. Bring the correct fare and pay the driver.	Mock bus Bus fare Bus trip around city
	Number Game: Who can find the quarter, biggest piece of money, the green piece of money, the smallest piece, etc. Introduce the $ mark and the ¢ sign. Find price tags and food cans with either on them. Visit a grocery store. Ask the manager to show how prices are put on cans and why they are necessary.	Real money Price tags Food cans Field trip to grocery store
make very simple change with help	Schedule a movie. Ask each student to bring a dime to pay for popcorn and cold drink mix. Let the girls make the cold drink mix and the boys the popcorn. Set up a concession stand. Give each child 6¢. Sell the popcorn for 2¢ per sack and	Movie Cold drink mix Popcorn

Behavioral Objectives	Activities	Instructional Aids and Materials
	the cold drink mix for 1¢ per glass. Help the students make their own change.	Butter Hot plate and skillet Sacks Glasses or cups
make inexpensive objects and sell in playstore with supervision	Make simple inexpensive objects, pot holders on looms, painted rocks, etc. Set up a store and invite parents and other school children to your room to buy the articles. (Teacher will supervise the money.) When the sale is over, count the money and put in a savings bank. If over $5 is collected, take a field trip to a local bank and open a savings account.	Pot holders, painted rocks, other articles to sell Piggy bank Field trip to local bank
operate some machines with money	Plan a field trip to a shopping center which has a washeteria, post office and store with pop machine. Let each student put in correct change to buy pop. Show him how to operate the machine.	Field trip to shopping center with a washeteria, stamp machine, pop machine
solve some simple everyday money problems	Pretend he has lost his bus money and cannot get home. Decide what to do. Pretend he has lost the address where he is going to work and he has no money for a telephone call. Decide what to do. Someone has taken his sack lunch or lunch money and he does not have anything to eat. Decide what to do.	
	Go to the store to buy candy. Select candy for the students which will cost more money than they have. Decide what to do, whether to buy cheaper candy or something else to eat.	Trip to store
	The place where you work has a coffee break and you do not have money to spend every day. Decide what you can bring from home so you will have something to drink, buy soft drink and bring it in a vacuum bottle or buy pop by the case, etc.	

FUNCTIONAL ACADEMICS
SUGGESTED MATERIALS AND EQUIPMENT

Developmental Learning Materials

3505 North Ashland Avenue
Chicago, Illinois 60657

Clear plastic stencils
Superboard lacing cards with laces
Three sided pencils
Color cued control paper
Auditory tape of familiar sounds
Parquetry Inset boards (shapes)
Dot to Dot pattern sheets
Tracing designs
Tracing paper
Pre-writing design cards
Parquetry designs (large and small in six primary colors)
Colored inch cubes (six primary colors)
Stencil boards (animals, seasonal, shapes, farm and transportation)
Sequential picture cards II and III
Association picture cards
Counting picture cards
Animal, job, people shapes puzzles (with trays)
Association picture cards II and III (regrouping individual items in basic categories)
Color association picture cards
Body concept ditto masters

Ideal School Supply

Oak Lawn, Illinois 60453

Stencils for tracing (Geometric shapes, Transportation, Seasons, Animals)
Form boards (shapes, size, animals)
Building bead patterns
Jumbo pegboard and pegs
Large colored beads and laces

Milton Bradley

Springfield, Massachusetts 01101

Large dominoes (pictures on one side, numbers on the other)
Educational thermometer
Individual thermometers

Community Playthings

Rifton, New York 12471

Giant size dominoes (through double 6's)

Judy Company

310 North 2nd Street
Minneapolis, Minnesota 55401

Puzzles (3 to 24 pieces)
See-Queen Story Boards
Community Helpers (life-size figures)
The Family
Calendar
Primary clock
Mini clock
Matchettes (color)
Number-ite
Fit a Shape
Fit a Space
Feel Match (texture)
Feel Match Thickness

Stanwix House

3020 Charters Avenue
Pittsburgh, Pennsylvania 15204

Safety Workbooks I and II

American Guidance Services, Inc.

Publishers Building
Circle Pines, Minnesota 55014

Peabody Developmental Kit, Level P

Teaching Resources Inc.

334 Boylston Street
Boston, Massachusetts 02116

Geometric Shapes in color
Association cards
Concept clock in color

Instructo Corporation

Paoli, Pennsylvania 19301

Kinesthetic numeral cards and counting discs

R. H. Stone Products

18279 Livernois
Detroit, Michigan 48221

Lace-up boat

Creative Playthings

P. O. Box 330
Princeton, New Jersey

Nesting wood blocks (size)

A. Daigger and Company, Inc.

Educational Teaching Aids Division
159 West Kinzie Street
Chicago, Illinois 60610

Geometric Inserts with frames
Montessori cylinders to develop spatial concept
(diameter and height varies)
Cabinets to hold cylinders

Bell and Howell Company

7100 McCormick Road
Chicago, Illinois 60645

Language Master

Childcraft Equipment Co.

155 East 23rd Street
New York, New York 10010

Peg grading board (colors)
Shape sorting box
Giant bead stair (color)
Let's play safe signs
Hippity Hopscotch (number recognition)
Pepo Ring Toss (colors)

Tupperware International Headquarters

Orlando, Florida
(usually a Tupperware representative in your area)

Snapies (colored plastic teles which snap together)

Educational Activities, Inc.

P. O. Box 392
Freeport, New York

Record and Guide – Album 605, The Development of Body Awareness and Position in Space $5.95

Records and Guide – Album 606-7, Developing Perceptual Motor Needs of Primary Level Children $11.90

Record – EALP No. 603, Basic Concepts Through Dance (Position in Space – following directions) $5.95

Record – EALP No. 601, Basic Concepts Through Dance (Body Image – following directions) $5.95

FILMSTRIPS

Oaktree 7

four filmstrips – spring, summer, winter, fall – with accompanying records
Available from:
Eye Gate House Inc.
Jamaica, New York 11435

The Feel of Things

Shapes
Available from: Encyclopedia Britannica

Music Books and Records

Gingland, David R. and Stiles, Winifred *Music Activities for Retarded Children; A Handbook for Teachers and Parents.*
New York, New York: Abingdon Press

Ginn and Company (for quiet and action music)
The Kindergarten Book with records
The First Grade Bool (enlarged edition) with records

Silver Burdett Company
Making Music Your Own – K
Making Music Your Own – First Grade

Maico Company Inc.
Record – What's Its Name (sound effect record)

BOOKS AND PAMPHLETS

Carlson, Bernice Wells and Gingland, David R. *Play Activities for the Retarded.*
Nashville, Tennessee: Abingdon Press

Grayson, Marion F. *Let's Do Fingerplays.*
Washington, D.C.: Robert B. Luce, Inc., 1962

Scott, Louise Bender and Thompson, J. J. *Talking Time.*
St. Louis, Missouri: Webster Division, McGraw-Hill, 1960

Scott, Louise Bender and Thompson, J. J. *Rhymes for Fingers and Flannelboards.*
St. Louis, Missouri: Webster Division, McGraw-Hill, 1960

BOOKS FOR PROFESSIONAL SCHOOL LIBRARY

Egg, Dr. Maria *When A Child Is Different: A Basic Guide for Parents and Friends of Mentally Retarded Children.*
New York, New York: The John Day Co., 1964, 155 pp, $3.75
Practical ways parents can help their retarded child develop. Excellent.

Williams, Harold M. *Education of the Severely Retarded Child*
U. S. Office of Education Bulletin No. 20
Washington, D. C.: U. S. Government Printing Office, 1961
Describes characteristics of TMH children and suggests curriculum for them.

BOOKS FOR STUDENTS IN SCHOOL LIBRARY

Doorly, Ruth K., *Our Jimmy* Westwood, Massachusetts (Box 224): Services Associates, $3.95 and 35¢ postage.
Parents tell their children about their retarded brother. Illustrated by retarded boy.

"Hello, Know Who I Am?"
Interesting illustrated pamphlet of a little retarded boy telling about retarded people. 5¢ per copy
Lee County Association for Retarded Children
2570 Hanson Street
Fort Meyers, Florida

FILMS AND FILMSTRIPS

International Communication Films

1371 Reynolds Avenue
Santa Ana, California 92705

Walt Disney Nature Library

University Book Store

2122 Central S. E.
Albuquerque, New Mexico
The Walt Disney Nature Library (Silent Film Loop)

Educational Record Sales

157 Chambers Street
New York, New York 10007

EBF Filmstrips
Safety Stories

Educational Activities Inc.

Freeport, Long Island, New York

Developing Cognitive Skills in Young Learners (filmstrips)
1. Grouping and Categorizing
2. Contrasts and Opposites
3. Relative Space and Size Relationships
4. Concept Ordering and Discrimination
5. Sequence of Ideas

RECORDS

Society for Visual Education Inc.

1345 Diversey Parkway
Chicago, Illinois 60614

The Child and His World (6 albums – 12 records)

May's Music Co. Inc.

514 Central Avenue S.W.
Albuquerque, New Mexico 87103

Primary Reading Child Size Books
Bowmar Manipulative Books

ECONOMIC
USEFULNESS SKILLS

ECONOMIC USEFULNESS SKILLS

Developing programs which will train the individual toward a degree of independence through employment is one of the major goals of the total curriculum for the TMH. The Economic Usefulness Skill Area should be considered along with all other curriculum areas. At an early age the child must establish good work habits, learn to follow directions, and develop motor skills which will help him at the Pre-vocational and Vocational levels. As the teacher plans her program, she must keep this goal firmly in mind.

The program must be simple, purposeful, and realistic to develop skills necessary for day by day learning whether the TMH must remain at home all day, work in a workshop-activity center or live in an institution. It must be remembered that all things cannot be learned at once and that one task must be well learned before moving on to another area. The ultimate goal of this training program is not total economic independence but a degree of independence which will give the TMH self confidence and a feeling of accomplishment in the few skills he may develop.

Parents may refuse to cooperate with the teachers because they do not understand the program for their TMH child. Frequent Parent-Teacher conferences must be scheduled, both at school and in the home, to make the parents aware of the necessary skills needed by the student and the work programs available for him. As the teacher gains the parents' confidence, she should invite them to school to watch the training program in progress. The school program offers an excellent opportunity for them to observe their child in a job training situation, carried on in a business like manner, under constant supervision to correct or limit the number of undesirable traits or habits the trainee may have. Since it is very difficult for some parents to recognize the limitations of their child and accept the jobs in which he can succeed, invite the parents to help you evaluate their child's functioning level before you move on to the next area of learning. Explain that each evaluation must include specific tasks repeated many times in a sequential order which will convince the teacher that the task has been thoroughly learned before introducing a different skill approach.

Lists of expected learnings and suggested home tasks for each student should be sent home periodically whether or not the parents cooperate initially in the home visitation program.[1] As parents observe their child's progress and see that he is able to care for his own needs and make some contribution to the family group, they may become more cooperative with the school. The school, teacher, and family can work together to establish progressively higher goals and prepare the TMH youngsters for a less dependent life.

---

1. See Suggested Activities at end of skill area and Appendix.

Skill Area – Economic Usefulness C. A. 5.0-8.11
Level – Primary M. A. 2.0-3.11

Behavioral Objectives	Activities	Instructional Aids and Materials
Following Directions at School		
The child will be able to:		
follow a simple individual direction	Work with peg boards according to directions.	Pegs, pegboard
	String beads according to direction.	Beads with laces
	Take a note to a teacher in the next room.	
	Being an article to the teacher as directed.	Various room articles
	Pretend you are a mother or father. Help your baby take a bath. (See Self Help activities for bathing.)	Doll, plastic tub, wash cloth, soap, towel, lotion
	Pretend you have just reached home and must put away your wrap. Show the teacher what you would do.	Wrap, clothing rack
	Invite parents to school for a "Show You Time."	
	Give individual demonstration for following directions at school.	
	Using an egg carton, sort buttons according to color.	Egg carton Colored buttons
	Using food cans, sort nails according to size. Have only two sizes, large and small.	Food cans, large and small nails
	Sort food cans according to size. Have only large and small cans.	
	Set a table using plastic dishes and silverware on a place setting drawn on butcher paper.	Place setting drawn on butcher paper Plastic dishes and silverware
	Empty waste basket into large box or another basket in the hall.	Waste basket
	Pick up papers from floor and hall near room.	Waste basket
	Group activities for simple direction games.	
follow simple group directions	Group activities for simple direction games.	
	Stand up, sit down, walk around, etc.	
	Play "Follow the Leader." Teacher may or may not instruct leader as to activity.	
	Find name on work chart. Identify job. Show the other students how to perform your individual job.	Make charts shoiwng all room activities. Include every job to be done, even if it means making different charts for different days. Have a picture or illustration for each duty. Have a regular routine for each job. Demonstrate to students until they learn correct procedures.
	Pick up papers from a small area of the schoolground as directed by the teacher and custodian.	Waste baskets, boxes or paper bags **Note:** Supervise clean up activities at all times to prevent the formation of sloppy habits

Note: Through parent conferences or notes, make parents aware of desired learnings. Suggest activities to continue learnings at home.

Behavioral Objectives	Activities	Instructional Aids and Materials
	Put away supplies after work is finished. Put away toys after play period is over.	Supplies Toys
	Set up a "quiet time" when students come to circle and sit on floor mats to listen to flannelboard stories or records.	Records and flannelboard stories students enjoy
	Set up a "talking time" when students come to the circle for "Show and Tell" or just a "talking time" to practice taking turns.	**Note:** Explain that there are times to sit quietly and listen and other times to take turns talking.
	Learn Fingerplays. "Rhymes for Active Time" and "Rhymes for Quiet Time."	*Rhymes for Fingers and Flannelboard* pp. 108-117
follow directions in song and records	Sing Songs (with or without records) and follow the simple directions. "Singing While We Play" and "About Singing Games"	*The Kindergarten Book* (with records) pp.8-32, 38-42 *The First Grade Book* (with records) pp.10-41, 45-52 *Making Music Your Own, K* (with records) pp. 14 27, 28-51.
	"Open, Shut Them," "Let's Go Walking," "Creative Play."	*Music Activities for Retarded Children* pp. 27, 28, 29, 32, 67, 89
	"The Band," "Before We Play," "Come With Me," "Chiapancos," "Skipping Is Fun," "Painting," "Put Your Finger In The Air," and many others.	
	Make up your own songs and follow directions. Use tunes to familiar songs.	
complete an assigned task	Color paper according to direction (see color routine in this skill area). Simple cutting and pasting activities (see cutting and pasting routine in this skill area). Work puzzles; start with simple puzzle having 4 or 5 pieces and advance to harder ones as child masters each level.	Paper, crayolas Paper, scissors, paste Simple puzzles More difficult puzzles **Note:** Anything a child does at school can be considered a work activity. Keep all activities on the child's level and make certain he finishes them.
	Sew cards. These can be obtained from most school supply companies. However, students will enjoy making seasonal cards. Make a pattern from heavy cardboard and help students draw around it on tagboard. Outline the design with paper punch; sew with colored yarn and yarn needle. The design may be colored or painted before sewing if so desired.	Sewing cards Yarn needles, colored yarn, tagboard, paper punch
	Lace Boards. These may also be made from Masonite or ¼" rigid plastic using shapes or designs you are teaching. Draw design on board and ask shop teacher to cut it out. Have a free play period for all students who have completed assigned tasks. Let each child select his own toy.	Boards and laces Masonite or ¼" rigid plastic sheets Toys for free play period

Behavioral Objectives	Activities	Instructional Aids and Materials
Establishing School Routine		
The child may be able to: follow simple directions for school routine		**Note:** These routines are only one of many ways to teach school routine. Regardless of the routine you follow, make certain it is the same each day and the vocabulary is the same so the child will not become confused.
arrival at school	Set up a regular routine for arrival at school: hang up wrap, go to your table and sit down, start work immediately. If teacher must talk with bus driver or parents, place a simple task; puzzle, peg board or sewing card by each child's name so he will understand that he is to start work immediately.	Simple puzzle, sewing card or pegboard by each student's name card
coming to circle	Set up a regular routine for coming to the circle. Stop work, pick up chair, carry it to the circle, put your chair on the circle line, sit quietly and listen until everyone is seated.	Chairs Circle line
coloring	Set up a regular routine for coloring. Open supply box, select a crayola, close supply box, hold up crayola, start coloring when directed by teacher, put crayola back in box when finished, close supply box and sit quietly until everyone is finished.	Supply box Picture to color
restrooms	Set up a regular routine for restrooms. Girls get wraps and stand in Girl's Line; boys get wraps and stand in Boy's Line. March in line to restroom with the leader in each group holding open all doors; the leader may be changed daily or weekly on work chart. After using restroom, wash hands and return to line. March quietly out of the building for recess or return to classroom for indoor recess on cold days.	Restrooms Work chart
lunch period	Set up a regular routine for lunch period: wash hands, put on wraps, get in line, keep mouth "locked" while in school halls so as not to distrub other classes. Public relations with other teachers can be very important here, also a good opportunity to show any visitor who might be in the building that TMH students can conduct themselves properly in halls. Walk in line on the right side of the hall, leader open and hold all doors, take off wraps and put them in a designated place in cafeteria, get in lunch line, thank cooks for tray, walk to the table and sit quietly with a minimum of talking while eating. Discourage loud talking or frequent trips to restroom or water fountain during meal. When all students have completed their meals, remind them to place fork and spoon on tray so they will not fall off, take trays to proper place for washing, put on wraps, get in line, and return to classroom or go out for play period.	School cafeteria **Note:** Always provide lunchroom supervision for the development of good eating habits. It is a good idea to eat with the children some of the time. It is easier to develop a good habit than it is to break a bad one.

Behavioral Objectives	Activities	Instructional Aids and Materials
cutting and pasting	Set up a regular routine for cutting and pasting: prepare a simple activity, lacing card, puzzle, etc. for each student at his own desk. Call two students to a table for individual help. Show them how to cut, pick up the paper, put paper in waste basket, and return scissors to supply box. Now show the child how to apply a small amount of paste or glue to the picture, how to paste it and how to remove excess paste with tissue. Return paste to supply box, wash hands when necessary, write name on paper, put paper on designated table to take home, return to desk and complete assigned activity.	Paper, scissors, paste supply box Tissue Individual activity for each student at his desk **Note:** The teacher should always make a project so that the child will not get the idea that the teacher feels the project is too messy, etc.
clean-up time	Set up a regular routine for clean-up time: stop work when directed by teacher, put away supplies, (teacher checking each supply box to be sure all supplies are in it), clean off tables, pick up papers, put away all materials or games used during the day.	**Note:** Give plenty of time for this activity. Sloppy habits will be formed if the child is hurried too much.
going home time	Set up a regular routine for getting ready to go home: stand up and push chairs under tables, put on wraps, get in line by door while note to parents or papers are passed out, march quietly out of building and get in school bus.	
The child may be able to: identify some home and school articles used to work	**Vocabulary Development for Oral Language** pencil, paper, scissors, paste, mop, broom, dustpan, dryer, pencil sharpener, vacuum cleaner, lawn mower, washing machine, felt pen	Actual articles when possible Good pictures of articles
	Play Identification Game: "Find the Pencil," or, "What do we write with?" Place several articles on table. Name the articles. Ask students to close eyes. Take away one article. Guess which one is missing. Place several articles on table. Name all the articles. Cover articles with cloth. Recall the names of articles on table.	Articles on table for identification Cloth
	Identify pictures of school articles. Tell what each is ued for. Identify pictures of home articles. Tell what each is used for.	Pictures of school and home articles
	Match articles: big pencils, little pencils, red pencils, brown pencils, etc. Sort pictures of school articles. Have a box for pencils, one for scissors, etc.	Articles to match Boxes for sorting
	Invite parents to school for "Identification Period." Divide the students into small groups (with parent in different group from his child). Identify pictures of home and school articles and tell what each is used for.	**Note:** Make the parents aware of sources for pictures: catalogs, magazines, store advertisements.

Behavioral Objectives	Activities	Instructional Aids and Materials
	Take a field trip to a washeteria and observe someone using a washer and dryer.	Field trip to washeteria
	Invite a parent to bring a vacuum cleaner to school for a demonstration. Let each child take a turn in vacuuming the floor.	Vacuum cleaner Parent
	Take the students to the school cafeteria to watch the custodian mop the floor.	Custodian Mop
	Find pictures of articles used at home. Paste them on construction paper to take home. Find pictures of articles used at school. Paste them on construction paper to take home.	Magazines, scissors, catalogs, paste, construction paper, school supply catalogs
identify simple tools by name	**Vocabulary Development for Oral Language** hammer saw screw driver nails board	Actual tools Pictures of tools
	Visit a lumber yard to get scraps of lumber. Go to your school shop to ask the shop teacher to cut the boards and show how simple tools are used.	Visit to lumber yard and school shop
	Invite a friend or parent to school to demonstrate the use of simple tools in the room. Hammer nails into boards. Pull them out. Use Playskool Workbench for hammering and screwing wooden pegs.	Resource person Some simple tools Playskool Workbench
	Put all the tools on the table. Identify them. Ask students to close eyes. Take one tool away. Guess which one is missing. Put all the tools on the table. Identify them. Ask students to close eyes. Cover tools with cloth. Recall what tools are under the cloth.	Tools you wish to identify Tools Cloth
	Put one tool in a paper bag. Let each child feel the tool without looking at it. Guess which tool is in the bag. Find pictures of simple tools. Identify them.	Paper bag Assorted tools Pictures of tools
solve some simple problems	Set up some simple problems related to school routine. When students arrive at school, do not have a work activity by their names. Teacher may go to her desk and appear to be working on something. Note if students will ask for work activity.	Arrival at school without work activity by names
	Go to the circle and sit down and start telling a flannelboard story. See if the students will come to the circle.	Teacher reading a story in circle without students
	Begin a coloring, cutting or pasting activity without supply boxes. Give usual instructions and see if students will tell you they do not have supply boxes.	Activities without supply box

Behavioral Objectives	Activities	Instructional Aids and Materials
	Start outside for recess on a cold day without coats and mittens. See if students will ask for coats or if they mention that they are cold.	Start out for cold outdoor recess without coats or mittens
	Teacher put on coat before going to restroom but start the students without coats. See if they will ask for own wrap.	Teacher with coat Students without wraps

Skill Area – Economic Usefulness
Level – Intermediate

C. A. 9.0-12.11
M. A. thru 5.11

Behavioral Objectives	Activities	Instructional Aids and Materials
Developing Work Habits		
The child will be able to:		
follow simple directions	Sew a button on a piece of tagboard. This will be easier than cloth for most students to handle.	Tagboard, button, needle, thread
	String beads according to direction: round bead, square bead, red bead, blue bead; etc.	Assorted colors and shapes of beads, laces
	Sort beads according to color.	Egg cartons Colored beads
	Sort beads according to shape or size.	Egg cartons, beads of assorted shapes, and sizes.
	Sort buttons according to color.	Egg cartons, colored buttons.
	Sort buttons according to size.	Egg carton, large and small buttons
	Sort nails and bolts.	Coffee cans or muffin tins, nails, bolts
	Put lids on various types of bottles and jars.	Bottles and jars with lids
	Put lids on food cans.	Coffee and shortening cans etc., with lids
	Sew cards according to teacher direction: by number, with red yarn, etc.	Sewing cards with laces or colored yarn
	Run an errand for the teacher.	
	Complete a work paper as directed by teacher.	Paper, pencil, crayolas
follow group directions	Make charts showing room duties. Ask the children to look for pictures showing various duties. Let them help decide what duties are needed on Monday, Tuesday, etc.	Magazine, scissors, tagboard **Note:** Include every possible duty: feed fish, water plants, dust furniture, clean blackboard, even if it means making many charts.
	Let each child find his room duty for the day and demonstrate it for the rest of the class. Play "Follow the Leader" acting out room duties.	
	Pick up papers from the playground as directed by the custodian, and teacher.	Paper bags, boxes, waste baskets **Note:** Carefully supervise all work activities so that sloppy habits will not be established.
	Follow simple directions from records.	See records in Suggested Activities at end of skill area.
	Set up a "Quiet Time" and a "Talking Time." You now want to make the child aware that he can color a picture and listen to a record at the same time, or he can talk with his friends while he works a puzzle.	**Note:** Explain that many jobs permit some conversation, but no job permits loud talking or screaming.

Behavioral Objectives	Activities	Instructional Aids and Materials
complete an assigned task	Set up an activity by each child's name at his table. The activities must vary according to the abilities of the child; some students may be able to water plants or feed animals while others may only be expected to color a picture or string beads. Your main concern is to give a child something he can complete, see that he does finish it and praise him for good work.	Activity for each child on own level **Note:** Many of the activities for this skill area may seem to repeat themselves. However, when you are teaching a child to follow individual or group instructions, he may not have a task that you expect him to master alone. But with this objective: complete an assigned task, you are giving him things to accomplish before he can participate in another group activity or free play.
	Ring a bell or blow a whistle when work period starts. Let the work period last five to ten minutes, depending upon the activities for that particular day. At the end of the period, blow whistle again. All students who have completed tasks may have a short free play period while teacher gives individual help and encouragement to those who have not done their work.	Bell or whistle Toys for free play
follow simple direction for school routine		**Note:** These examples of school routine are only one way of setting up such procedure. Whatever you use, keep in mind that a routine should be the same every day and the vocabulary you use in teaching it must be the same so that the students will not become confused.
arrival at school	Set up a regular routine for arrival at school. Hang up wrap, get supply box and put it under desk or chair, sit at desk or table and work on the project by his name with a minimum of talking. After the teacher has performed her morning chores: checking lunch money, talking to bus driver and parents; interrupt the students to come to the circle or join a group activity at the table. Return to table and finish uncompleted task before beginning a new activity.	Simple project by each child's name **Note:** Provide some interruption during a work period so that students will learn that their work must sometimes be interrupted. Always return to uncompleted job so they will learn that it must always be completed.
coming to circle	Set up a regular routine for coming to circle. Stop work immediately, pick up chair, carry it to the circle area, sit quietly and listen for further directions.	**Note:** This activity will make the child aware that he must be punctual, if you will provide some recognition or reward to those who comply.

Behavioral Objectives	Activities	Instructional Aids and Materials
coloring	Set up a regular routine for coloring. Get supply box from the floor under chair, put it on the table by right side (or left side if left handed), open supply box and select color needed, close supply box and color. When finished put crayolas back in the box, close the box and sit quietly while other students finish.	Supply boxes
restrooms	Set up a regular routine for restrooms: girls get wraps and get in Girls' Line; boys get wraps and get in Boys' Line, march to restroom, without talking if other classes are in session, use restroom, wash hands and return to line. March quietly out of the building for outdoor recess or return to classroom for indoor recess.	**Note:** The TMH will always need some supervision in the restroom. You might allow them to go there unsupervised several times per month but ask principal, custodian, nurse, or secretary to look in on them and note habits that should be reinforced.
lunch period	Set up a regular routine for lunch periods: wash hands, put on wraps, get in line, march quietly down halls without disturbing other classrooms, get in line for lunch, thank cooks for trays, walk to the table and eat quietly with a minimum of noise. Usually the group must eat together at this age level. In order that more students may be aware of TMH students, ask your leader to select a table anywhere in cafeteria, to eat there for the day. When all students have eaten, take trays to proper place, get in line and return to classroom or go out for play periods.	**Note:** Supervise the students so they will develop good eating habits. They will have to be encouraged to eat some of the foods served in the cafeteria.
cutting and pasting	Set up a regular routine for cutting and pasting. Work as a group except for individuals who cannot work alone. Show students how to cut, pick up the paper, put paper in the waste basket and return scissors to supply box. Now show how to apply a small amount of paste or glue to the picture, how to paste it and how to remove any excess paste with tissue. Return paste to supply box, wash hands when necessary, write name on paper and put paper on designated table to take home. There will be students who work slowly and will need a lot of individual help. Have a simple activity table set up and allow students to select a new activity as the cutting and pasting is completed.	**Note:** See Perceptual Motor Skill Area for use of scissors. Paper, supply box, tissue **Note:** Always do a project with the students so they will not get the idea that you think the project is too messy. **Note:** Teach a child to be independent. He may need help if he has never done anything for himself at home.
clean up time	Set up a regular routine for clean up time. To make the students aware of clean up time, ring a bell or blow a whistle when you are ready for work to stop. Stop work, check supply boxes: take all the articles out of supply box, hold up each as teacher names it, return it to supply box, put away supply boxes, pick up paper, (some sweeping may be done if needed), push chairs under tables, and put away any materials or games used during the day.	Whistle or bell Broom, dustpan **Note:** Be sure to give enough time for completion of this activity. Failure to do so may result in sloppy work habits.

Behavioral Objectives	Activities	Instructional Aids and Materials
going home	Set up a regular routine for going home. Stand up, push chairs under tables, check room to see that everything has been put away, put on wraps, stand in line by door to receive papers or notes to parents, march quietly out of building and get on school bus.	Wraps
Developing Ability To Work With Others		
The child will be able to:		
play games in small groups	Set up card tables with puzzles of 100 pieces. Seat one person at each side of the table to work on puzzle for short periods each day until it is completed. A large piece of cardboard may be used to keep the puzzle intact if the card table cannot be left set up with the puzzle.	**Note:** The purpose of this activity is to work on the same activity without tearing up other student's work or holding puzzle pieces.
	Give each child a box of beads and a lace. Have the same number of beads in a box. Ring a bell to start. See which child can string his beads first. Divide your students into groups so that all students will have a chance to win at some time.	**Note:** This game is good for two or four students. Boxes of beads, laces Boxes or egg cartons
	Bolt and nail game, group of two students: put bolts and nails on the table. Give each child an egg carton or box. Instruct one child to put the bolts in his box and the other child to take the nails. See which child finishes first.	Nails and bolts
	Play number or picture dominoes. Stress not being unhappy if he is the last to finish. Play circle games where one child will always be in the middle.	Number dominoes Picture dominoes, musical chairs or similar game
work in small groups to complete school jobs		**Note:** You will want to set up a regular routine for each school job.
dust furniture	Dust desks and other room furniture, group of two students: teach one person to remove all articles from furniture, the other person dusts the furniture and the first person returns the articles to their original positions.	Dust cloth
sweep floors	Sweep floors in classroom, group of two students: teach one person to sweep the floor and the other person to move chairs and hold dust pan.	Broom, dustpan
	This will be a good time to rearrange the furniture but the students will need help in deciding where to place the furniture. TMH children are not very creative and they will want to put everything back where it was.	
set the table	Set the table for a room luncheon or party, group of two student: teach one student to place the dishes and the other one to place the silverware and napkins. For parties, paper plates and plastic silverware will probably be used.	For practice, make place settings of butcher paper Plastic dishes and silverware

Behavioral Objectives	Activities	Instructional Aids and Materials
wash dishes	Wash dishes, group of two students: teach one student to scrape dishes (or pans) and stack them for washing. Show the other student how to mix hot and cold water, measure the detergent and put dishes in dishpan or sink for washing. Demonstrate cleansing pads and supervise to see that dishes are clean.	**Note:** This activity will probably be needed after simple cooking lessons. Dishpan or sink, dish cloth, detergent, dish scraper, cleansing pad
dry dishes	Dry dishes, group of two students: teach one student to rinse the dishes in hot water. (This may be in a dishpan or the sink.) Demonstrate placing in a dish drainer. Show the other student how to remove excess water with dish towel and put dishes away.	Dishpan or sink Dish drainer, dish towel **Note:** If you do not have a kitchen or hot water, heat the water in a teakettle or dish pan on a hot plate.
clean shoes	Clean shoes, group of two students: have a mat by the door for scraping mud from shoes. Let the students take turns cleaning each others' shoes with broom, paper towel or brush. This activity can be changed to have a daily leader who stands by the door to check shoes and assist each child in removing the dirt from his shoes.	Mat Broom, paper towel Brush Leader
water plants	Water the plants, group of two students: show one student how to fill a pail or plastic bottle with water without it running over. Teach another child how to water plants from the plastic bottle or dip water from a pail. Show how to use newspapers to remove any water spilled on the floor.	Plants Plastic bottle or pail Small can for dipping
make sewing cards	Make sewing cards, group of two students: teach one student to place the simple pattern on tagboard and fasten it securely with paper clips. Show the second student how to draw around the outline with a pencil or felt pen. Help the first person cut out the design and the second person outline it with a paper punch. Work in small groups to make a seasonal mural. (Beware of others in use of materials and space for working.)	Tagboard, scissors Pencil, patterns **Note:** The intermediate group can make many simple patterns for the primary group to use. It is never too early to stress doing things for others. White butcher paper Paints or crayolas
The child will be able to: identify some home and school objects and identify their use	**Vocabulary Development for Oral Language** pencil, paper, paste, scissors, stove, dryer, crayolas, felt pen, dishes, knives, blender, dish cloth, forks, spoons, pans, toaster, washer, telephone, coffee pot, dishwasher, dish drainer, garbage disposal, dish towel	Real objects Pictures of objects Chart showing pictures of objects and words Word Cards **Note:** You are not really trying to teach words, but some students may learn a few of them.

Behavioral Objectives	Activities	Instructional Aids and Materials
	Divide class into two groups. Hold up a picture of common object and identify by name and use. (Take turns.) The child who identifies the object correctly holds the card. Count the cards at the end of the game to determine the winning team. Listen to Common Home and School Sounds. (Record 7 – Side B)	Pictures of common home and school objects Peabody Language Development Kit Level P
	Make a School Booklet showing articles used at school.	Construction paper, school supply catalogs, magazines, paste, scissors
	Make a Home Booklet showing articles used at home.	Construction paper, paste, magazines, scissors
	Describe articles used in home and school. Teacher describes until students understand the game. Divide into two sides and give one point for each correct answer. The student who guesses correctly also gets to describe the next article. Count points at end of game to determine winning team.	Pictures of articles **Note:** If students have difficulty describing an article, teacher may describe and hold up picture pointing out things.
identify some common tools and their use	**Vocabulary Development for Oral Language** saw lumber file pliers sandpaper boards or rough lumber claw hammer nails (large heads) screws (large heads) screws driver (standard)	Actual tools Pictures of tools **Note:** Any activity with tools should be simple with emphasis on safety precautions in use of tools
	Make a board for storage of tools. It may be necessary to keep this board locked in a cabinet at night, but it should be available for circle activities. Talk with your shop teacher regarding the kind of board which will meet your own needs. Outline each tool on the board with a hook for hanging the tool over the outline.	Large piece of board Hooks Tools
	Using the board play the following Identification Games: Point to hammer and ask, "What tool is this?" "What do we do with it?" The child who answers correctly may replace the hammer.	Board with outline of each tool Actual tools
	Take all tools from the board and place on table. Ask, "What tool is this? What do we do with it?" Child who identifies correct tool, finds tool and tells its use may replace the tool on the board.	Board with outline of each tool Actual tools
	Hold up a nail and board. Ask, "What tool do we use with these?" Child who identifies proper tool may drive nail into board.	Nail, board, tools
	Drive nails into boards. Remove nails. Using screw driver, put large headed screws into board. Remove screws with screw driver. Work with knock out peg board or work bench for those students who are not able to manipulate nails and screws.	Nail, board, hammer Screws, screw driver, board Available from Creative Plaything and Judy Companies

Behavioral Objectives	Activities	Instructional Aids and Materials
	Make a "Tool Booklet." Find pictures of tools, two pages for each tool. Then look for pictures of persons using those tools. (Some students may be able to copy the name of the tool from the board.)	Tool catalog, magazine, construction paper, paste scissors, stapler or paper punch Yarn, yarn needle **Note:** Students only pay attention if they are doing something they understand and enjoy.
Developing Attention Span	Read a short story; decide how long you want them to sit quietly and select a story and discussion for this length of time. Tell flannel board stories, making your stories longer as the attention span develops. Set up a "Show and Tell Period" restricting each person to one minute or less time. At first, it may be adviseable to have two short Show and Tell periods instead of one longer one, if the students do not remain interested.	Short stories Flannel board stories Show and Tell period **Note:** Have frequent music or rhythm activities so students will not be tired of sitting before attention activities start.
	Play Guessing Games when the teacher whispers or plays records very low. (Students may or may not close eyes.) Guess what the teacher said or what record is being played.	Record, record player Teacher whispers
	Play games students especially enjoy. Increase the length of time played each week until students are able to concentrate on the game for a period of time designated by teacher.	Group games
	Work simple activity sheets with which teacher gives frequent direction. Keep repeating the activity sheet until students are able to work quietly and follow directions.	Work activity sheets Pencil, crayolas **Note:** Observe the attention span of student at the beginning of year. Set your goals for a year and increase length of activity, weekly or monthly, until you have reached your goal.
The child will be able to: solve some simple every day problems	Ask a student to sweep the floor without a broom. Note if he will ask you for a broom or if he will stand and wait for you to get one for him.	Area for sweeping **Note:** These activities are set up to make a child aware of the things he needs for work and teach him to ask or locate the materials needed to complete the job.

Behavioral Objectives	Activities	Instructional Aids and Materials
	Ask a student to wash dishes without any dishes; without a dish cloth; without detergent; without water. Ask a student to dust the furniture without a dust cloth. Ask a student to set the table without the place setting drawn on butcher paper; without dishes; without silverware.	Area for washing dishes Area to dust without dust cloth Area for setting table without one article needed for the task **Note:** Include any problem solving situation related to your own classroom.

Skill Area – Economic Usefulness
Level – Pre-vocational

C. A. 13.0-16.11
M.A. thru 6.11

Behavioral Objectives

Activities

Instructional Aids and Materials

Taking Responsibility for Completing Work Assignment

One-half of your day should consist of activities similar to those observed in a workshop or on other jobs visited on field trips. The best time for these activities may be at the beginning of the school day since the teacher will be stressing so many points connected with punctuality and routine. The remainder of the day can be spent with functional academics and other skill areas needed by indiviudal students.

Review all skills learned in the Primary and Intermediate Economic Usefulness Skill Areas.

Note: A classroom for this group should include a small kitchen, shop corner equipped with simple tools and an area for functional academics. A center with at least two teachers so that students could be divided into groups according to interests and abilities would be ideal. If such a center is not available an aide should be hired to supervise some students while the teacher works with others.

The student may be able to:
arrive at school (work) on time

Make a large tagboard time chart so each student can sign in each morning. If a student is late, without an excuse, circle his name with a red pencil. This chart may be set up by the week or month using days of the week or number dates according to the abilities of students, and the places they will be engaged.

See chart below

Mon.	Tues.	Wed.	Thurs.	Fri.	Days Tardy	Days Abs.	Days Pres.
Mary	Mary	Mary	Mary	Mary	0	0	5
John	John	John	John	John	0	1	4
Anna	Anna	Anna	Anna	Anna	1	0	5
Bob	Bob	Bob	Bob	Bob	3	0	5

Sex	Mon.	Tues.	Wed.	Thurs.	Fri.	TOTAL
Boys						
Girls						

Set up a contest between the boys and girls. Count the girls who get to work on time and record it on the wall chart. Do the same with the boys. Check at end of week to determine winners.

Take a field trip to a nearby workshop or business. Arrange to be there when employees arrive. Ask the manager or supervisor to discuss what happens when employees are late for work.

Field trip to sheltered workshop or business

accept discipline when he is late

Set up a mock workshop. (Teacher will act as employer.) Pretend that several students are late for work. Be very stern with them using anger and disappointment.

Mock workshop
Angry employer
Note: Students must learn to expect displeasure if they are late

Behavioral Objectives	Activities	Instructional Aids and Materials
	Invite upper grade classes to your room for little skits related to good work habits and getting to work on time. Act out the "pretend games" the upper grade students demonstrated.	Students from other grades for work demonstrations. **Note:** Stress the importance of a smile and greeting to each employee as you arrive, Mention clothing, their neat appearance, etc.
start working on arrival at school with a minimum of reminding	Train each child to check the work chart on arrival at school, find his work activity and be ready to start wo rk. The teacher should be available to answer questions and give help if students do not understand work schedules. Constant supervision will prevent poor work habits. Ring a bell when you are ready for activities to start.	Work chart Bell **Note:** **Have** frequent parent conferences and school visits to emphasize work routine
finish a task	Set up regular school activities which the child already understands and sometimes accomplishes. Suggested lists of tasks for home and school are included in this skill area.	**Note:** Explain to parents that student must learn to finish task if he expects to hold job.
be neat in most work activities	Simple tasks on level of each child, clean or messy activities according to the ability of the student.	**Note:** He will not learn these overnight. Work closely with parents setting up simple activities with lots of praise.
have confidence in work ability	Set up a mock workshop. Invite parents and Special Education Personnel for open house. Give each student a work activity which he can do well. Instruct him to explain the procedure to each visitor.	**Note:** For a student to have confidence in his work ability he must do something he enjoys, understands and has time to complete within the allotted time schedule. Mock workshop Visitors
Jobs and Activities	(Routine, Vocabulary and equipment will be discussed in the next section.)	**Note:** This is only a suggested list of work activities. The teacher may have many additions related to her locale.
The student may be able to: learn some simple work assignments		
school activities		Check with your custodian and cafeteria supervisor for additional jobs

dust furniture
sweep floors
mop floors
empty waste baskets
water plants
clean and shine shoes
follow pattern in simple sewing
take apart irons, coffee pots, etc. try to put them together again
hang up clothing
keep locker clean and neat
sweep or mop halls with supervision

Behavioral Objectives	Activities	Instructional Aids and Materials
	wash windows (Keep this activity very simple.)	make shoe shine box
home activities	mop kitchen floor sweep floor run vacuum cleaner wash windows inside simple hand ironing clean up tables wash dishes dry dishes empty garbage clean cupboards and replace dishes keep closet neat and in order take clothes from dryer and fold clean bathroom clean table tops wash cars with supervision	set tables make bed prepare simple foods clean mirrors bundle newspapers do simple sewing dust furniture hang up clothes answer telephone arrange articles on shelves sort clothing according to color, to fabric clean dish washing area clean refrigerator arrange drawers take apart old home appliances and put together again
lawn care	rake leaves pick up litter, twigs and branches simple watering with help remove dead limbs with help	
school ground	cut weeds with supervision pick up litter and paper rake leaves sweep sidewalks, porches, and steps shovel snow from sidewalks and steps with supervision	
identify most of the equipment needed to complete a work assignment	**Vocabulary Development for Oral Language** (and written language as determined by teacher)	
	Equipment needed	**Vocabulary needed in addition to names of equipment**
mop floor	mop bucket detergent water	measure squeeze shake wring push half-full too much pull
sweep floor	broom dust mop dust pan	push hold sweep move furniture

Note: Invite parents to school to observe students at work. Discuss routine followed at school. Stress that confidence in work and pride in a job well done will help develop a happier home atmosphere.

Note: Parents should realize that some of these activities provide excellent opportunities for "Mother – Daughter" and "Father – Son" discussions.

Note: These are also good "Father – Son" activities.

Note: Make certain that your TMH room is scheduled for a "clean up the litter week" just as often as regular classes. Regular students should observe TMH students doing many jobs well.

Note: Have a special place for each tool or material used in work. A large cabinet or board with each tool outlined is ideal. Names of some tools may be written over the outline and this is excellent if you are teaching the written word.

Behavioral Objectives	Equipment needed	Activities Vocabulary needed in addition to names of equipment		Instructional Aids and Materials
clean bathroom	cleaner brush cloth disinfectant	sprinkle scrub rinse	pour set dry	Have real objects whenever possible. Collect many good pictures of all tools and materials for identification and matching. Collect many pictures of actual tool being used for discussion and identification.
answer telephone	telephone pencil paper	answer write	talk plainly telephone number	
clean and shine shoes	broom brush shoe polish tongue depressor cloth or brush for shining	shine clean polish	scrape rub	Senior Citizens are often glad to come to school and demonstrate various work activities.
rake leaves	rake box trash cans	pile empty pick up	put in box place by curb	
sewing	needles - regular embroidery, yarn thread, cotton thimble scissors	sew thread needle	knot cut	Invite resource persons when it is feasible.
simple home repairs	hammer nails screwdriver thumb tacks square saw clamp pliers screws sandpaper	hit hold twist push	rub fasten tighten	Invite parents to school to observe your routine and the vocabulary you teach. Send hom desired learnings regularly.

Behavioral Objectives	Equipment needed	Activities Vocabulary needed in addition to names of equipment	Instructional Aids and Materials
wash and dry dishes	dish pan or sink detergent dish drainer dish cloth dish towel	scrape, soak stack, clean drain, scald put away, dry	**Note:** Invite the director of school maintenance (both grounds and buildings) to school to watch the TMH identify and use tools and complete work activities in a designated time. Suggest that the custodian train them and be reimbursed for his work. After the TMH has learned to complete the work activity successfully a minimal wage should be paid to him while he is enrolled as a student. After he leaves school, he should be paid according to the kind of work he does.
simple ironing	ironing board iron flatwork to iron	iron, turn off press, fold turn on	
cut weeds	hoe rake waste can or box	cut, pick up rake up, put in boxes	
bundle newspapers or magazines	newspapers heavy cord	stack up, tie place evenly, fold pile up	
sweep sidewalk	broom dustpan box or waste can	sweep pick up put in box put in waste can	
take clothes from dryer	clothes dryer basket table	shake out, put away fold, put in basket sort	**Note:** Evaluate the students at least weekly to see if desired learnings are being developed.
water plants	plants watering can water	pour fill mop up spilled water	
wash windows inside	spray bottle filled with window cleaner newspapers or cloth	spray, scrub clean, dirty polish, spots	

Behavioral Objectives	Activities	Instructional Aids and Materials
find materials and complete a work assignment in a given period of time	These are two examples of a routine which a student may be expected to follow to complete a work assignment.	**Note:** The most important factor in work activities is a regular routine. The teacher should establish her own and follow it for best results in training TMH for future jobs. **Note:** Be sure each tool or material has a specific place so the students can easily locate it.
	Work Assignment Mop the floor (Allot a certain length of time for this job.) 1. get the mop 2. get the mop bucket 3. fill bucket one-half full of water (warm or hot) 4. measure detergent or cleaner 5. add detergent to water 6. measure disinfectant 7. add disinfectant to water 8. put mop in water and get entirely wet 9. wring out mop 10. mop a small area of floor 11. rinse out mop in bucket 12. wring out mop 13. mop another small area of floor, etc.	mop bucket water detergent disinfectant measuring cup (regular routine to follow)
	Clean and Polish Shoes (Allot a certain length of time to polish one pair or a certain period of time to clean and polish several pairs of shoes.) 1. get shoe shine kit 2. get shoes to clean and polish 3. brush remaining mud from shoes 4. wipe off dust with cloth 5. polish one shoe and set aside to dry 6. polish other shoe and set aside to dry 7. shine shoes with cloth or brush 8. put away shoes 9. put away shoe shine kit	Shoe shine kit containing shoe polish, shining brush or cloth, brush or stick for cleaning, cloth for wiping off dust **Note:** Set up rating scales to determine if student is really learning the names of tools, their use and the correct routine for each school job.
Field Trips The student should go on field trips to: see people help others	Emergency Services (Ambulance, Rescue Squad) Fire Department Police Department Doctor's Office Hospital Public Health Department Dentist's Office Animal Hospital	**Note:** Field trips are a very important part of the education and training of the TMH. They can serve as introductory materials for community service or suggestions for jobs.

Behavioral Objectives	Activities	Instructional Aids and Materials
watch many people work at many kinds of jobs	beauty shop barber shop motel hotel gas station car wash dairy laundry cafeteria restaurant drive-in	small grocery store large grocery store drug store hardware store variety store discount store clothing store shoe store Electrical appliance store (selling and servicing) disposal plant	Careful planning should be done with the managers of various businesses. This is an excellent opportunity to show employers that TMH students are well-behaved and dependable.
identify some jobs they can do	sheltered workshops Goodwill Industries (other related businesses in your community) Films Filmstrips	Some of the jobs you will want to observe are: 1. busboy 2. dishwasher 3. steamtable attendant 4. dishwashing machine operator 5. waiter 6. waitress 7. salad maker 8. sandwich maker 9. cook's helper 10. custodian 11. car wash attendant 12. yard boy (See Suggested Materials at end of skill area)
Transportation Skills The student may be able to: identify a specific bus stop	Invite someone from the Bus Transportation Company to come to school and explain bus service and proper conduct while riding on a public bus. This will make the bus company aware of TMH students who will be riding the bus with and without supervision. He in turn, can alert the drivers to report undesirable behavior to the teacher. Take many field trips which may be reached by public bus. Some arrangements will have to be made with the school to provide some financial help in buying bus tokens. Decide on a specific field trip. Take the trip by bus and return to school. As you wait at bus stop and return to bus stop, notice buildings and other landmarks which will make it easier for students to locate it. Next day appoint a leader to take the group back to the bus stop where the bus was boarded before.	**Note:** Arrange an evening meeting for parents and ask the manager of the bus company to explain the services they can provide for TMH youngsters and the limitations that must be set on their conduct while riding the bus. Field trip Bus schedule for all parts of city **Note:** Let your field trips include trips to areas in each child's home environment so he will be aware of bus service near his home. Teacher must always accompany children on bus trips.

Behavioral Objectives	Activities	Instructional Aids and Materials
identify the right bus for a short trip	Set up a "mock bus." Let the "bus driver" hold up a sign from the front of bus to identify the correct bus to board. If the student identified the correct sign, he "boards the bus." If not, he must wait for another turn.	Mock bus with "driver" **Note:** Check with bus company to see if they have extra bus identification cards (found on front of bus) which they will give you. If not make large tagboard ones, using all the words needed for buses the students will be riding.
pay for his fare and get transfer when necessary	Set up a mock bus. Use real money to pay bus fare. Buy bus tokens from "bus driver." Practice giving the correct change or learn what change you should receive. Go on a short bus trip and let each child pay his own fare. Go on a long bus trip where transfers are needed. Get transfers, leave bus and board another bus.	Mock bus Real money Tokens Short bus trip Long bus trip using transfer
conduct himself properly while on bus	Set up a mock bus. Practice the following behavior on the bus. 1. Wait until bus stops before trying to board it. 2. Smile and speak to driver as you pay your fare. 3. Smile and greet friends as you are finding a seat. 4. Sit on seat while bus in in motion. 5. Do not move from one seat to another. 6. Keep hands and head inside bus. 7. Keep talk and laughter low. 8. Do not talk with strangers or accept food from them. 9. Get off bus only at your regular stop. 10. Go immediately to workshop or home. Act out skits regular students presented in classroom. Give individual opportunities for students to show correct procedure for riding public bus. Invite parents to school to observe bus routine set up on "mock bus" in classroom.	Mock bus and "driver" **Note:** Ask students from regular classes to come to your room to demonstrate proper conduct on bus. Also ask them to show rude and disorderly conduct so that the "bus driver" must become angry and remove them from the bus.
signal when ready to leave bus	Set up mock bus. Tie a card between two chairs. Attache a bell to it so it will ring when the card is moved. Have leader stand in front of "bus" and hold up street signs. Practice pulling signal cord for student's bus stop.	Mock bus Cord tied between two chairs Small bell
recognize home bus stop	Set up mock bus. Arrange a chair for each student. Make paper hats for driver, men and women. Let each student board the bus when driver holds up his street sign. After all students have boarded the bus, appoint a leader to stand in front of bus and hold up street signs.	**Note:** This activity will be practiced only after students have made trips to and from their home areas under the supervision of the teacher.

Behavioral Objectives	Activities	Instructional Aids and Materials
	A student can only get off the bus when he recognizes his street sign and is able to signal for bus to stop. Invite parents to school to watch this activity. Encourage them to make bus trips with their student and observe that he can recognize the home and school bus stops.	This activity can prepare the student for independent travel by public bus. **Note:** Many parents will be concerned over their TMH child riding a bus alone. Many parents may refuse to allow their child to ride unsupervised. Invite the parents in for conferences and make frequent home calls to discuss this problem.
Independent Travel	Review Transportation Skills several times per week. Expect each child to come to school on public buses the last 8 weeks of school, when he has reached the age of 16 and will be going into a Sheltered Workshop-Activity Program. Invite parents to school to observe the following routines for Independent Travel.	**Note:** This must be a cooperative project between parents and teachers. Unobserved by student, mother may follow child to school bus stop until she feels he can travel independently. Then the teacher, unobserved by student, can follow student to workshop in her car.
The student will be able to: get to work on a public bus	Practice the following steps: 1. Get to the bus stop on time. Remind parents that a TMH student may board the first bus which comes along if he has missed his bus. 2. Look at the name on the front of the bus. 3. If it is your bus, get on and pay your fare. 4. Sit down and conduct yourself properly while on bus. 5. Signal when you are ready to leave bus.	**Note:** Notify the bus company when TMH students will be traveling alone and ask them to report any questionable behaviors.
observe safety rules in reaching place of employment	Practice the following steps: 1. Observe the traffic signals STOP, GO, WALK, DON'T WALK. 2. Never cross in the middle of the street. 3. Remember that emergency equipment always has the right of way.	Set up mock situations as needed for the various demonstrations for parents
seek help if he needs it	Solve the following problems: 1. Someone is bothering you on the bus. Tell the driver. 2. Someone is following you. Contact police, go to someone's home, knock on the door and ask them to call the police. 3. Lose bus money or token. Knock on someone's door or go in place of business and ask them to call your parents. 4. You get off at the wrong bus stop. Knock on someone's door or go in place of business and ask them to call your parents.	Mock situations as needed for demonstrations for parents **Note:** For this program to be successful teacher must: 1. make daily calls to parents reporting success and failure 2. make weekly home calls or invite

Behavioral Objectives	Activities	Instructional Aids and Materials
	5. Other problems related to your own group. Contact your State Vocational Rehabilitation office for evaluations of students who have reached the required age for placement in workshops and other facilities.	3. contact satisfied parents and ask them to talk with parents who are not sold on your program 4. be a good listener as well as an advisor

ECONOMIC USEFULNESS

Suggested Materials and Equipment

Community Playthings
Rifton, New York

Tool cabinet
Woodworking tools
Safety Play Traffic Signs (signs and bases)

R. H. Stone Products
18279 Livernois
Detroit, Michigan 48221

Playskool Village for Community Study
Set of Large Community Helpers
Life size Community Helpers
Playskool Workbench
Pounding Bench (mallet and pegs)

David C. Cook Publishing Company
Public and Private School Division
Elgin, Illinois 60120

Home and Community Helpers Pictures
My Community Pictures
Puppet Playmate Boards (community helpers)

American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota 55014

Peabody Developmental Kit, Level P

Dinuba, California Public Schools
Dinuba, California

Fern Tripp Safety Signs Folder

Mountain Bell Telephone Company
local

Tele-a-Trainer Sets
Movies and Stories

Creative Playthings
Princeton, New Jersey

Junior Handyman wood tool box
Hammer and nail design kit
Wood nuts and bolts construction set
Bolt tight set (screw driver and nuts, bolts, washers)
Miniture village with streets and buildings

New Mexico Division of American Auto Association
1516 San Pedro N.E.
Albuquerque, New Mexico 87110

Excellent posters and stories on safety

MOVIES AND FILMSTRIPS

How Machines and Tools Help Us – Coronet Instructional Films

MUSIC AND RECORDS

(See music books and records listed in Suggested Materials for Functional Academics and Self Help Skill Areas.)

Record –

Safety Can Be Fun
Summit Industries
P. O. Box 415
Highland Park, Illinois

Singing On Our Way – Scott Foresman Co.
1. The Lawn Mower Song
2. The Scissors Man

BOOKS AND ARTICLES

Cortazzo, Arnold D. *A Guide for Establishing An Activity Program for Mentally Retarded Adults* New York, New York: National Association for Retarded Children, 1963

Kakoska, Charles J. and Schmidt, Alfred "Related Classroom Chores to Outside Jobs" *Teaching Exceptional Children,* Fall 1969, pp. 27-28

Saenger, Gerhart *The Adjustment of Severely Retarded Adults in the Community* New York, New York: Interdepartmental Health Resources Board, 1957

Tobias, Jack and Cortazzo, Arnold D. "Training Severely Retarded Adults for Greater Independence in Community Living" *The Training School Bulletin*, 1963, 60 (1) 23-37

Suggested Home Jobs for Student

1. Put away toys.
2. Hang up clothing.
3. Empty waste baskets.
4. Clear dishes from table.
5. Pick up newspapers and put in waste basket.
6. Put magazines in magazine rack.
7. Put books on book shelf.
8. Put dirty clothes in hamper.
9. Do simple dusting.
10. Water plants.
11. Dry dishes, pots, and pans.
12. Wipe silverware.
13. Hang up pans by handles.
14. Empty ashtrays.
15. Put right cover on right pan and place in designated place.
16. Set the table.
17. Use small broom and dustpan.
18. Find food in grocery store by looking at pictures.
19. Put away canned foods from store.
20. Make bed.
21. Run vacuum cleaner.
22. Sweep driveway and patio.
23. Bring in wood.
24. Sort magazines according to size.
25. Fold and stack newspapers.
26. Wash windows with help.

FILMSTRIPS

Churchill Films
662 North Robertson Boulevard
Los Angeles, California 90069

Fathers Work
My Dad is a Carpenter
My Dad is a Moving Man

My Dad Works in a Shoe Store
My Dad Works in a Factory
My Dad Works in a Supermarket
My Dad Works in a Service Station

Mothers Work Too

My Mo er is a Waitress
My Mother is a Dental Assistant
My Mother Works in a Bank
My Mother Works in an Office
My Mother Works in a Drug Store
My Mother Works at Home

FILMSTRIPS AND RECORDS

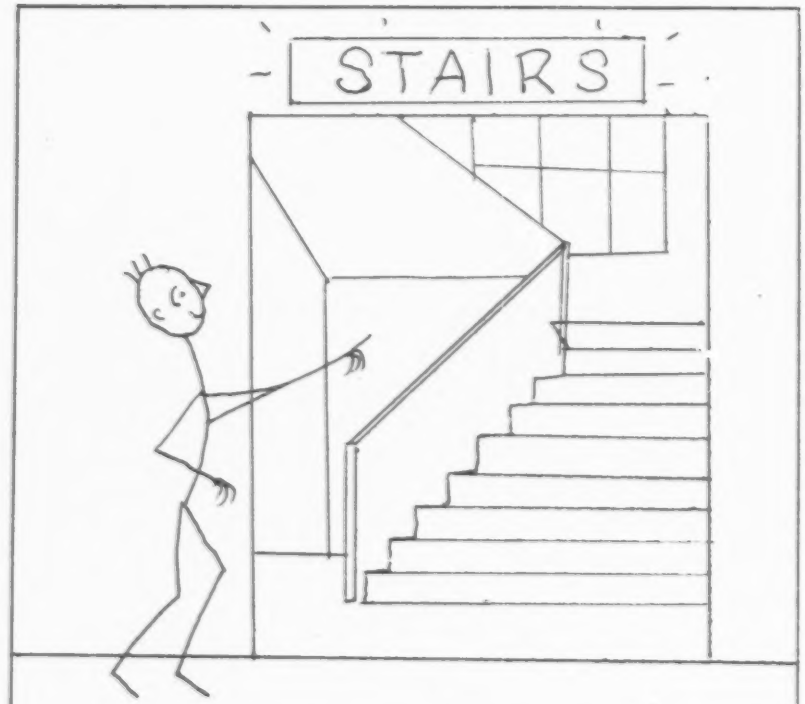
Avid Corporation
Instructional Systems Division
10 Tripps Lane
East Providence, Rhode Island 02914

Occupational Job Attitudes (especially for Mentally Retarded)

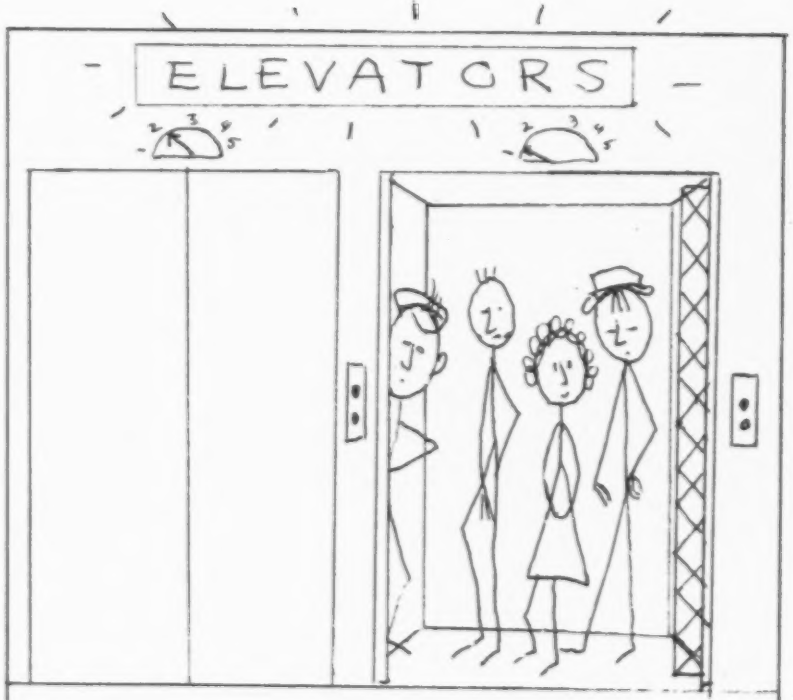
WORDS FOR DAILY LIVING

The words illustrated on the following pages are those that appear to be most needed by the TMH person as he or she begins to participate in community life at the Prevocational and Vocational Preparatory levels. These drawings may be mounted on tagboard and laminated for classroom use. They may be mounted and made into Language Master cards for additional drill by the student himself. Teachers will think of many different ways to use these cards.

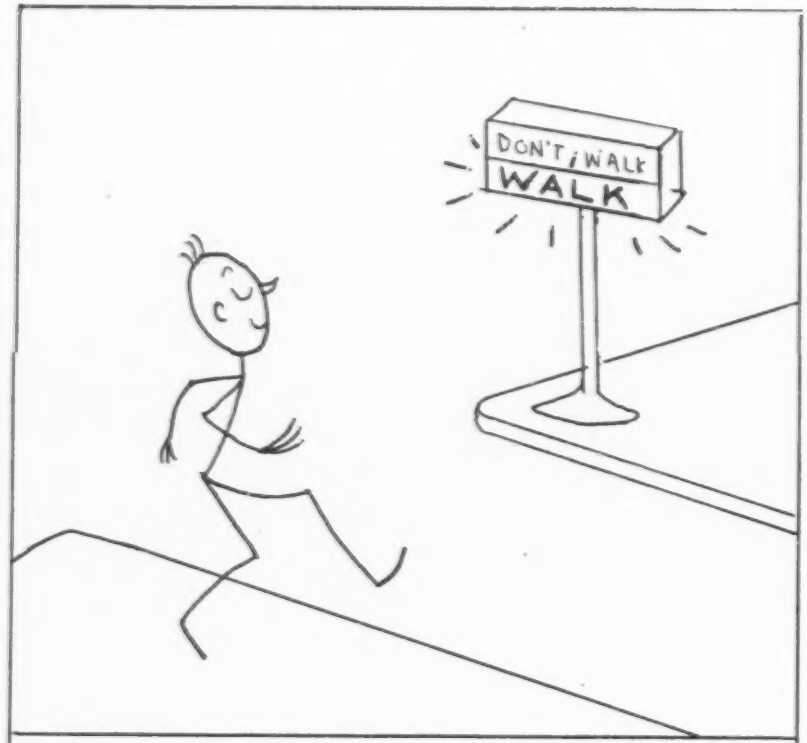
One teacher of prevocational TMH students has made a wallet-sized picture dictionary using drawings and words so the student has a guide with him at all times.



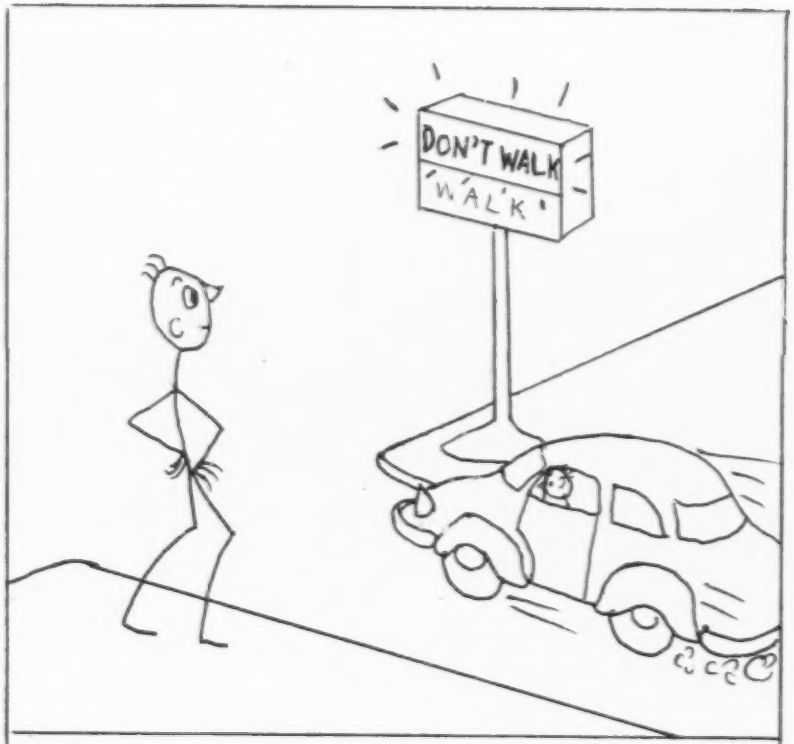
STAIRS



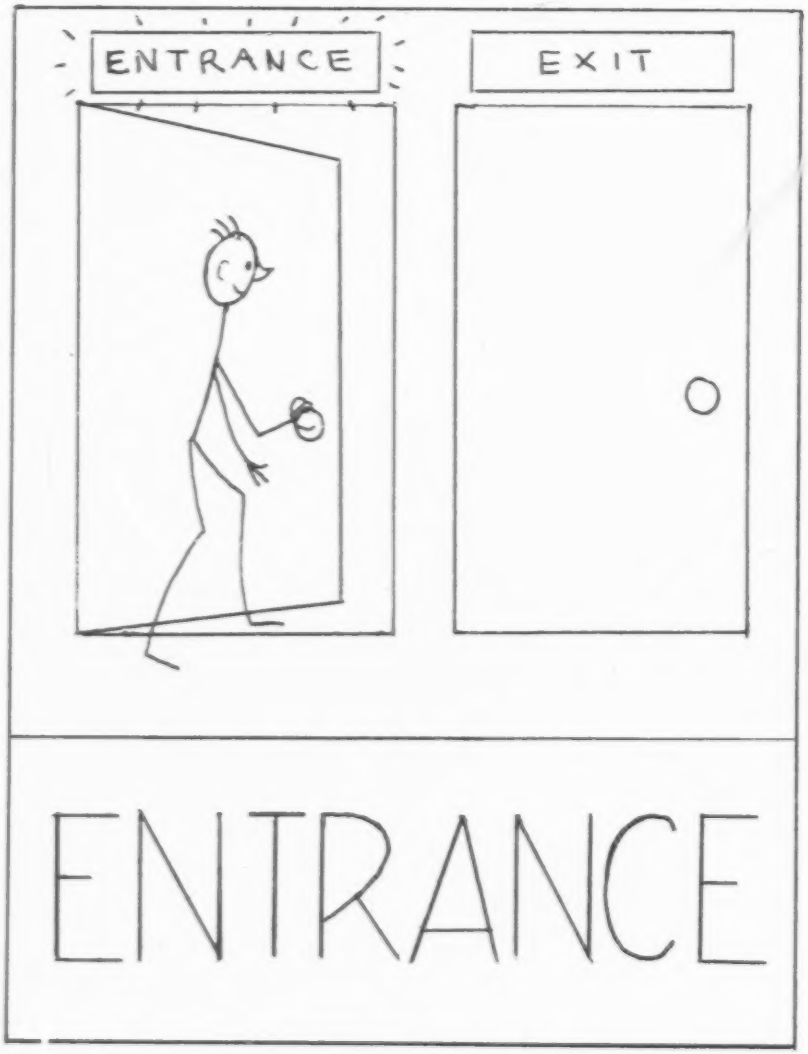
ELEVATOR

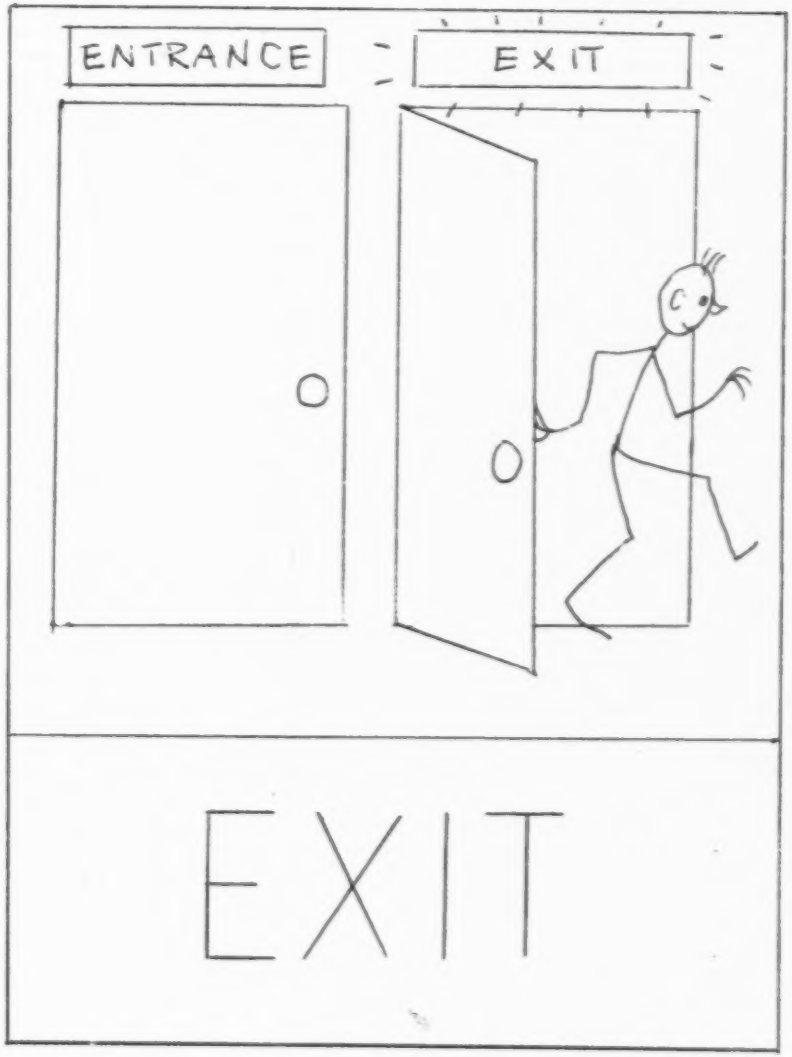


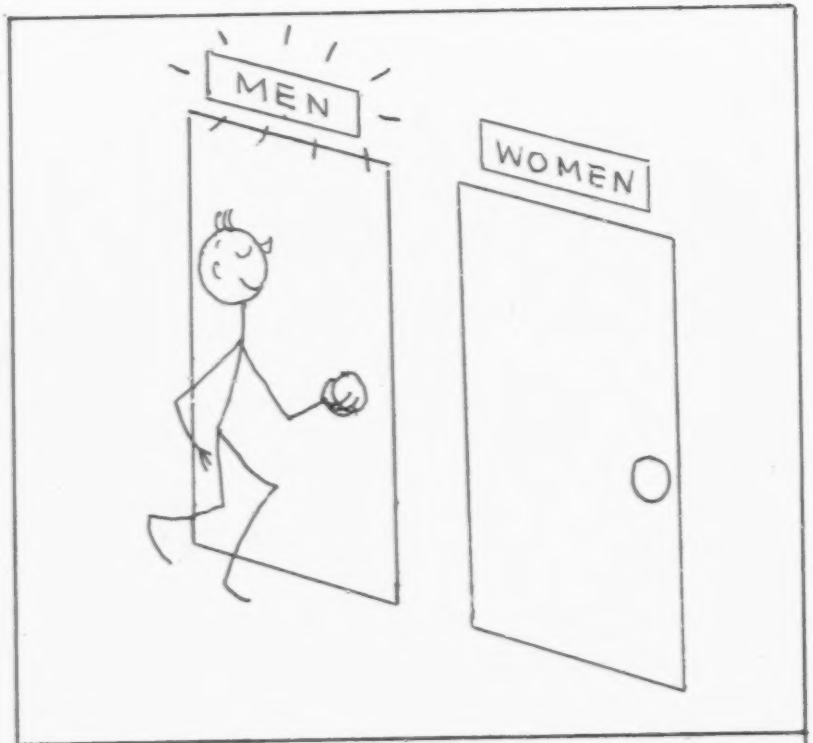
WALK



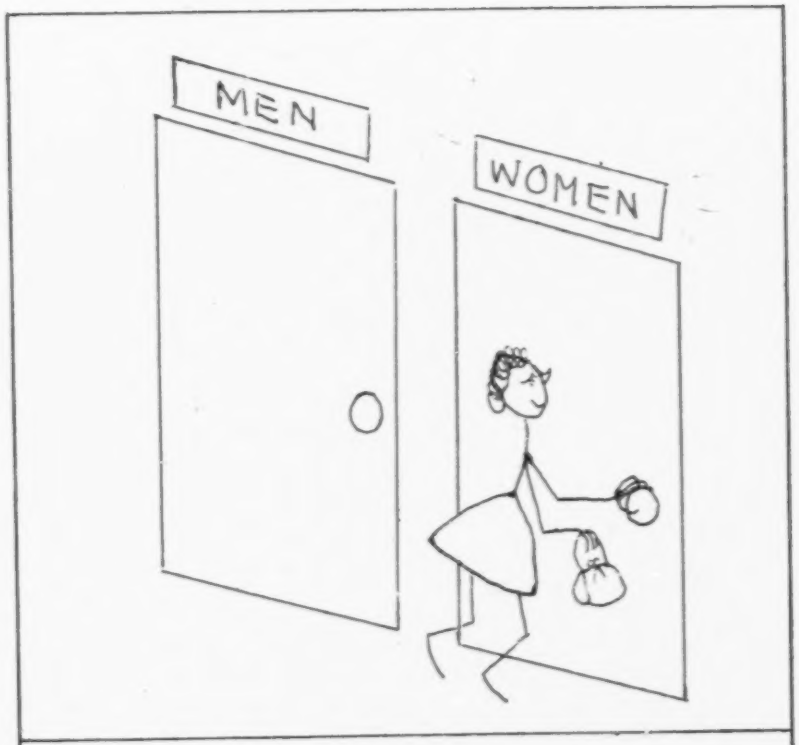
DON'T
WALK


ENTRANCE
EXIT
ENTRANCE

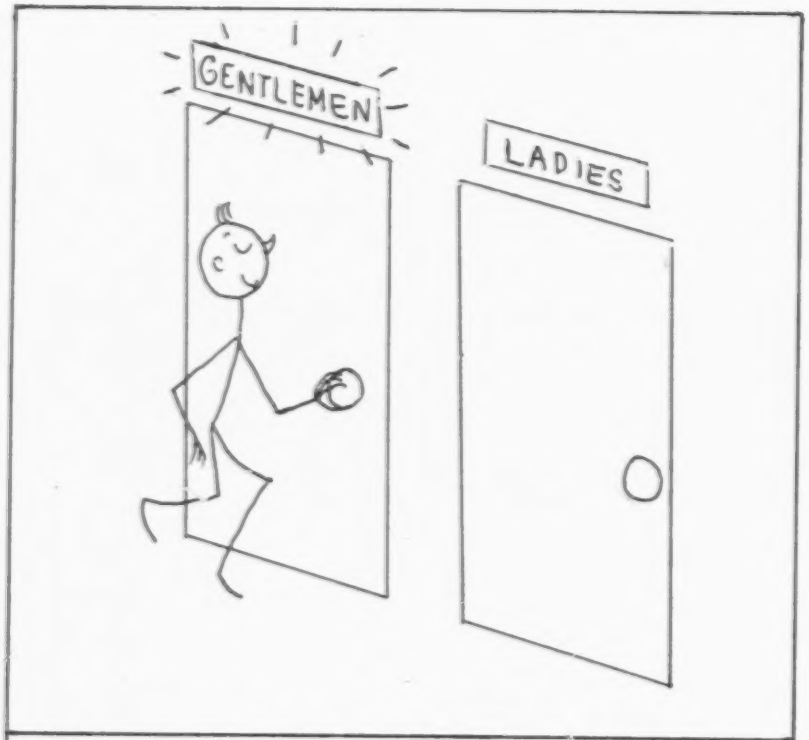

ENTRANCE
EXIT
EXIT



MEN

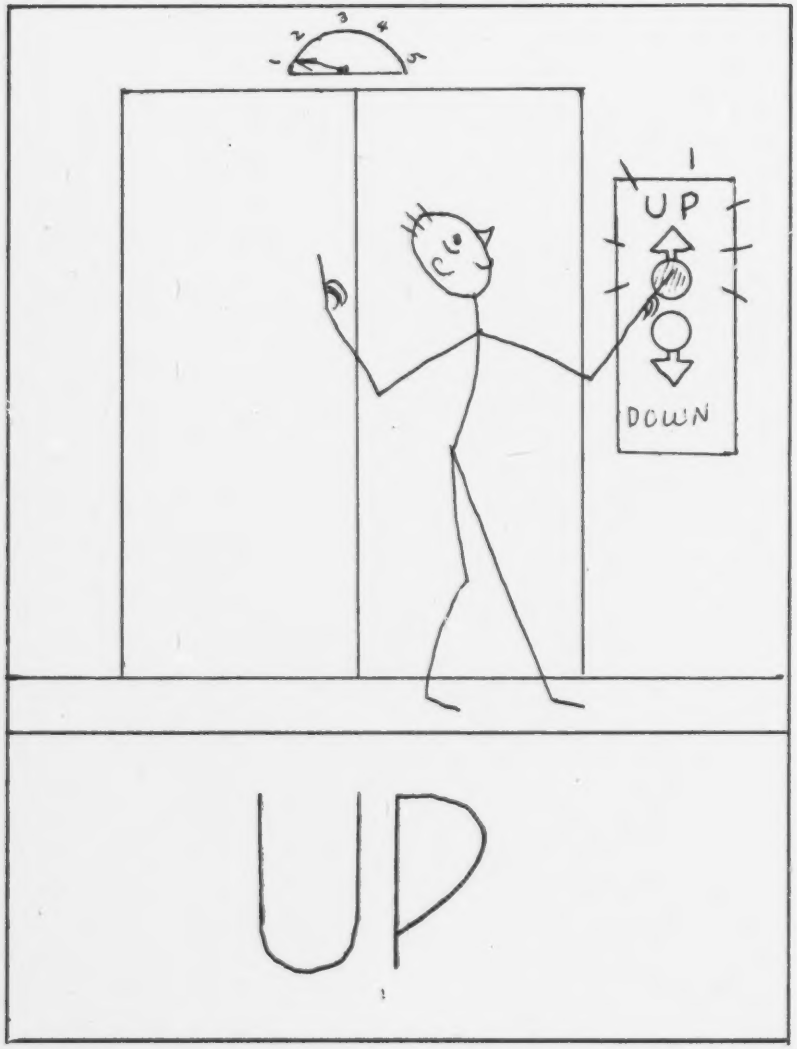


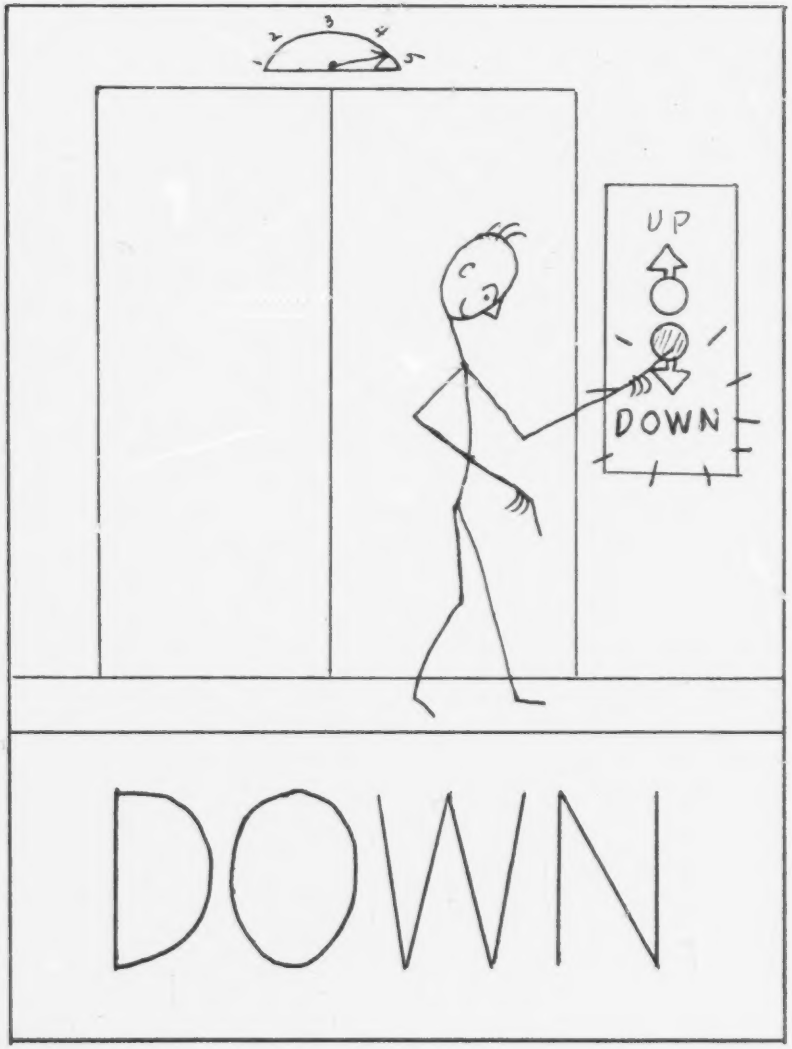
WOMEN



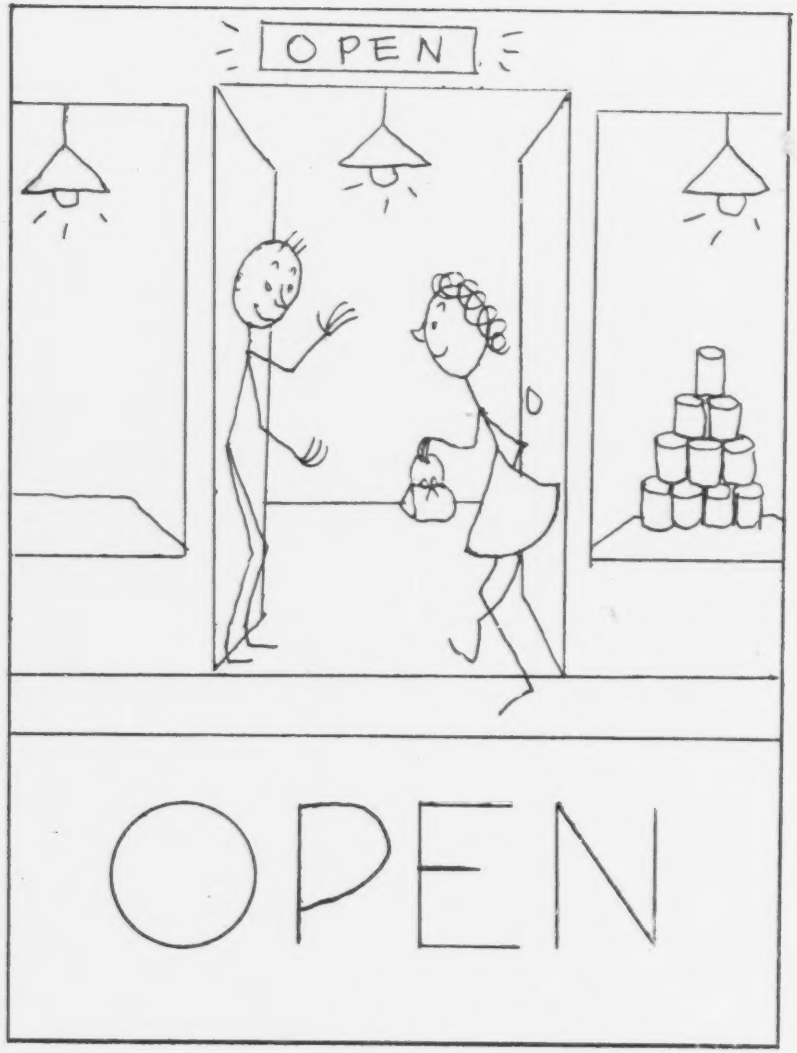
GENTLEMEN

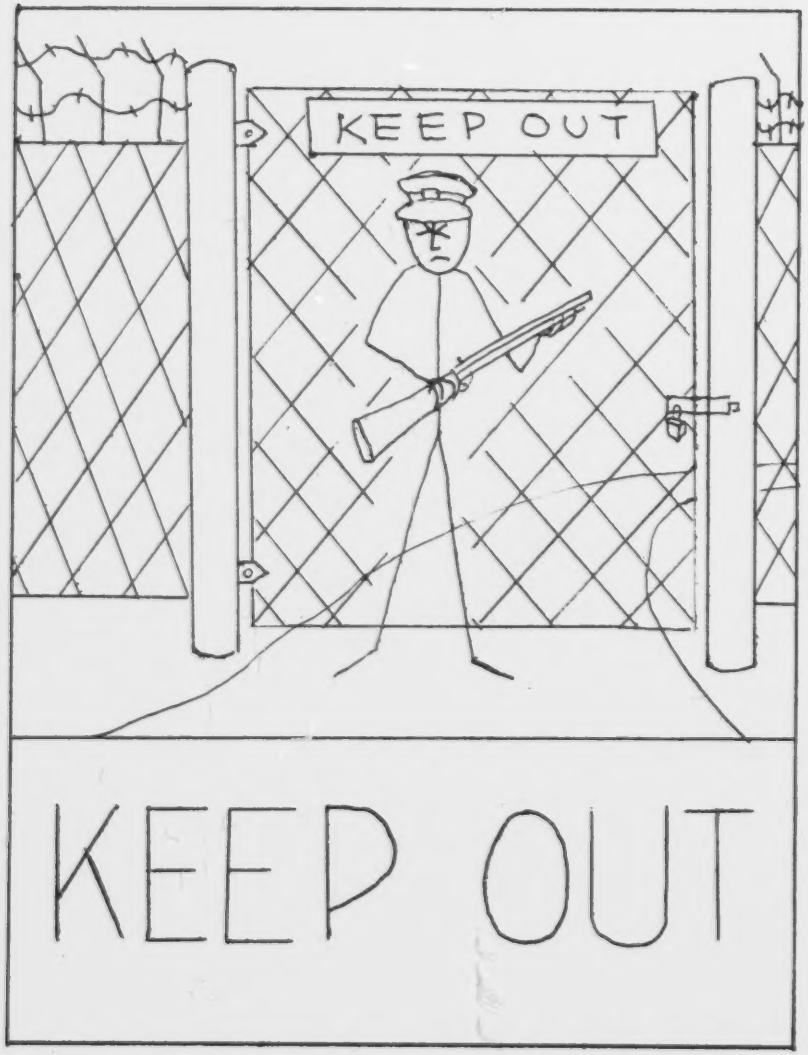
LADIES

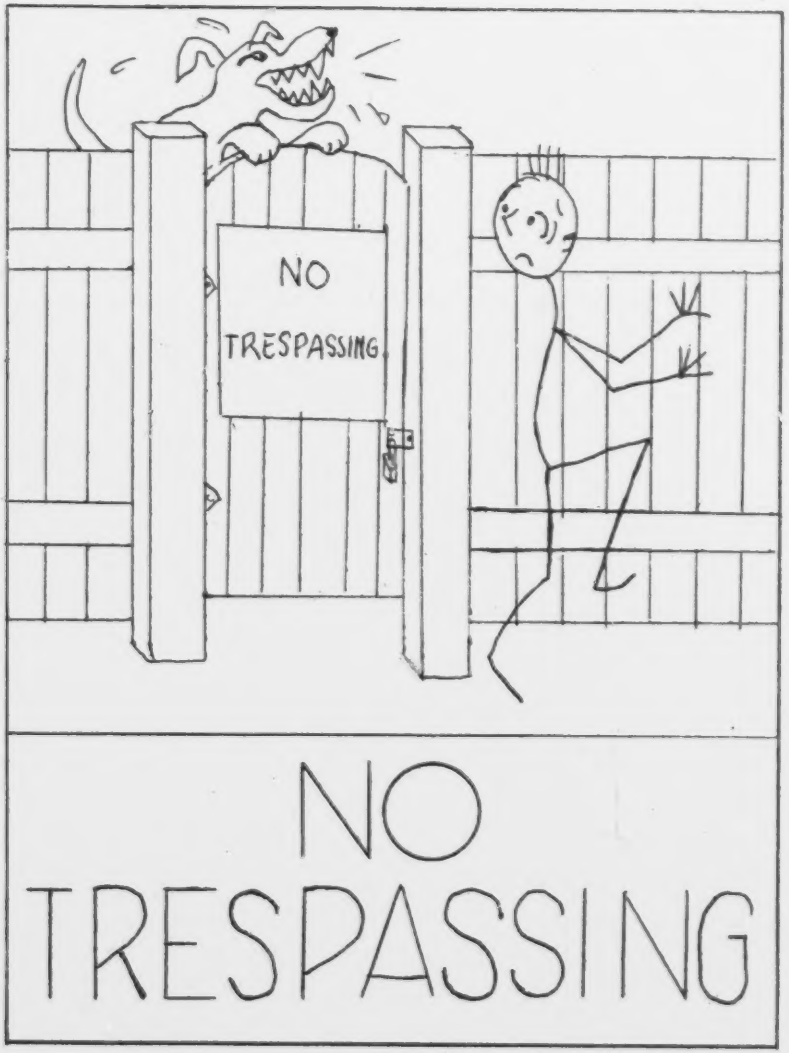

UP
DOWN
UP

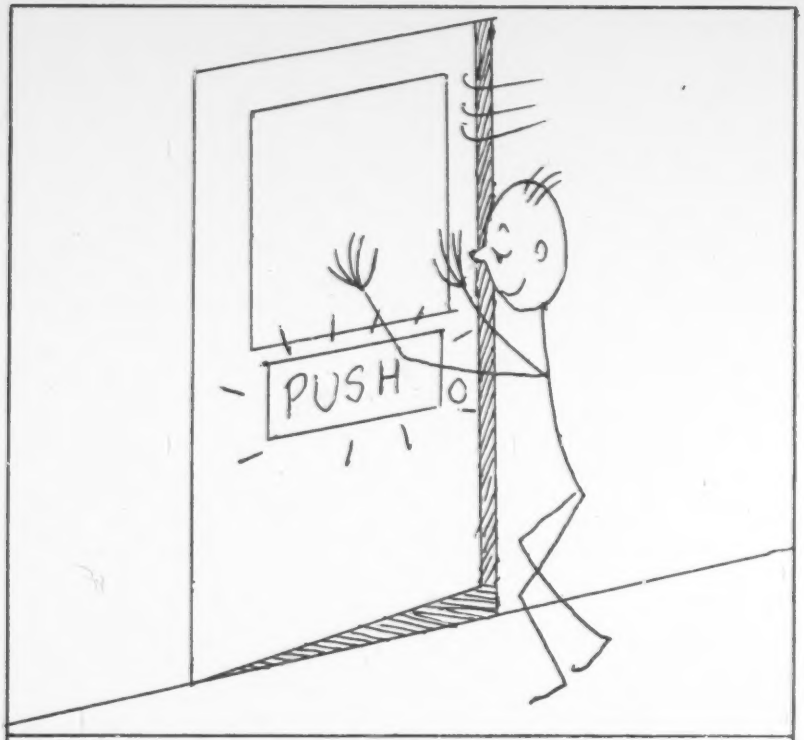

UP
DOWN
DOWN

CLOSED
CLOSED

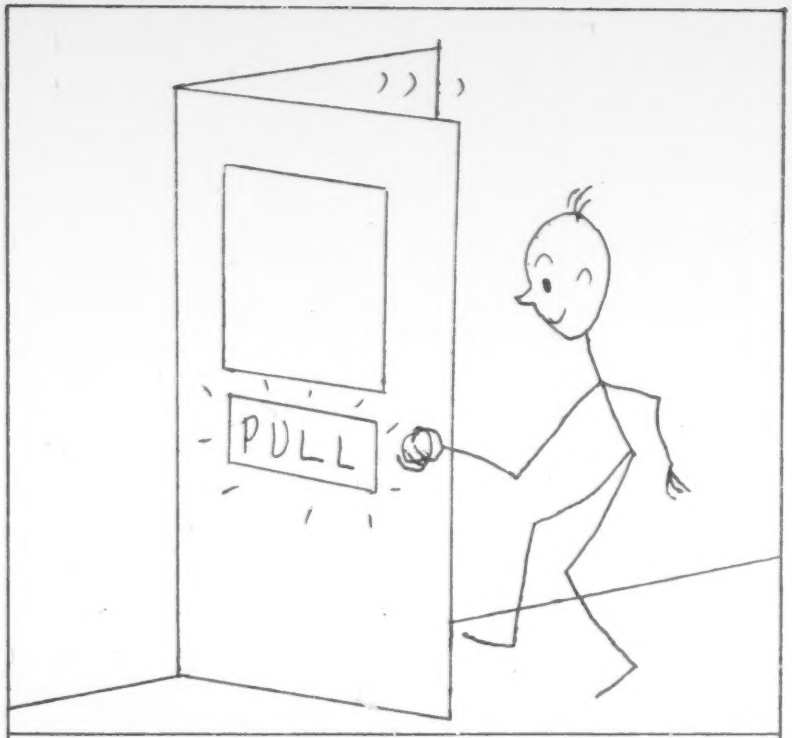

OPEN
OPEN


KEEP OUT
KEEP OUT


NO
TRESPASSING
NO
TRESPASSING

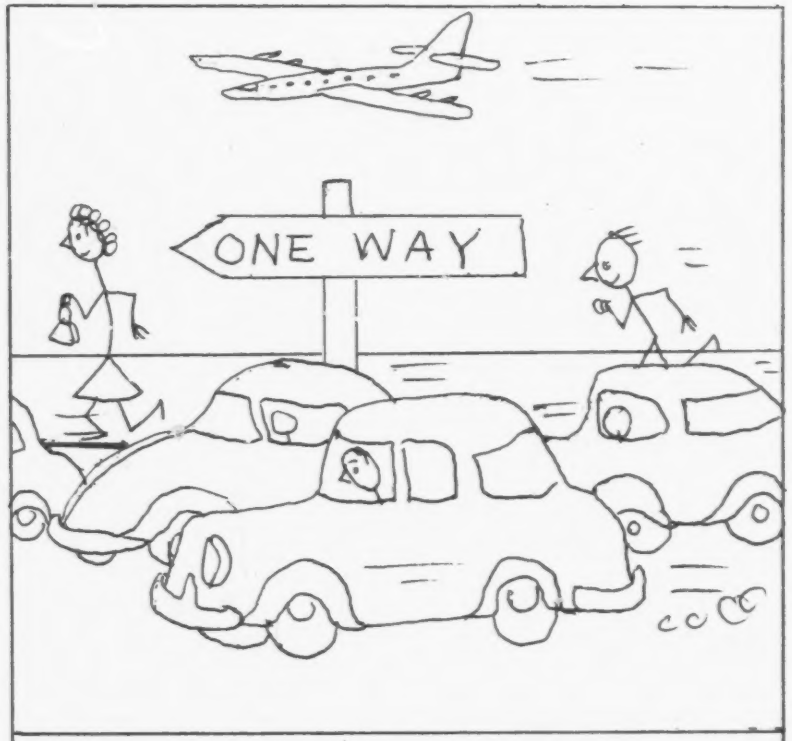


PUSH

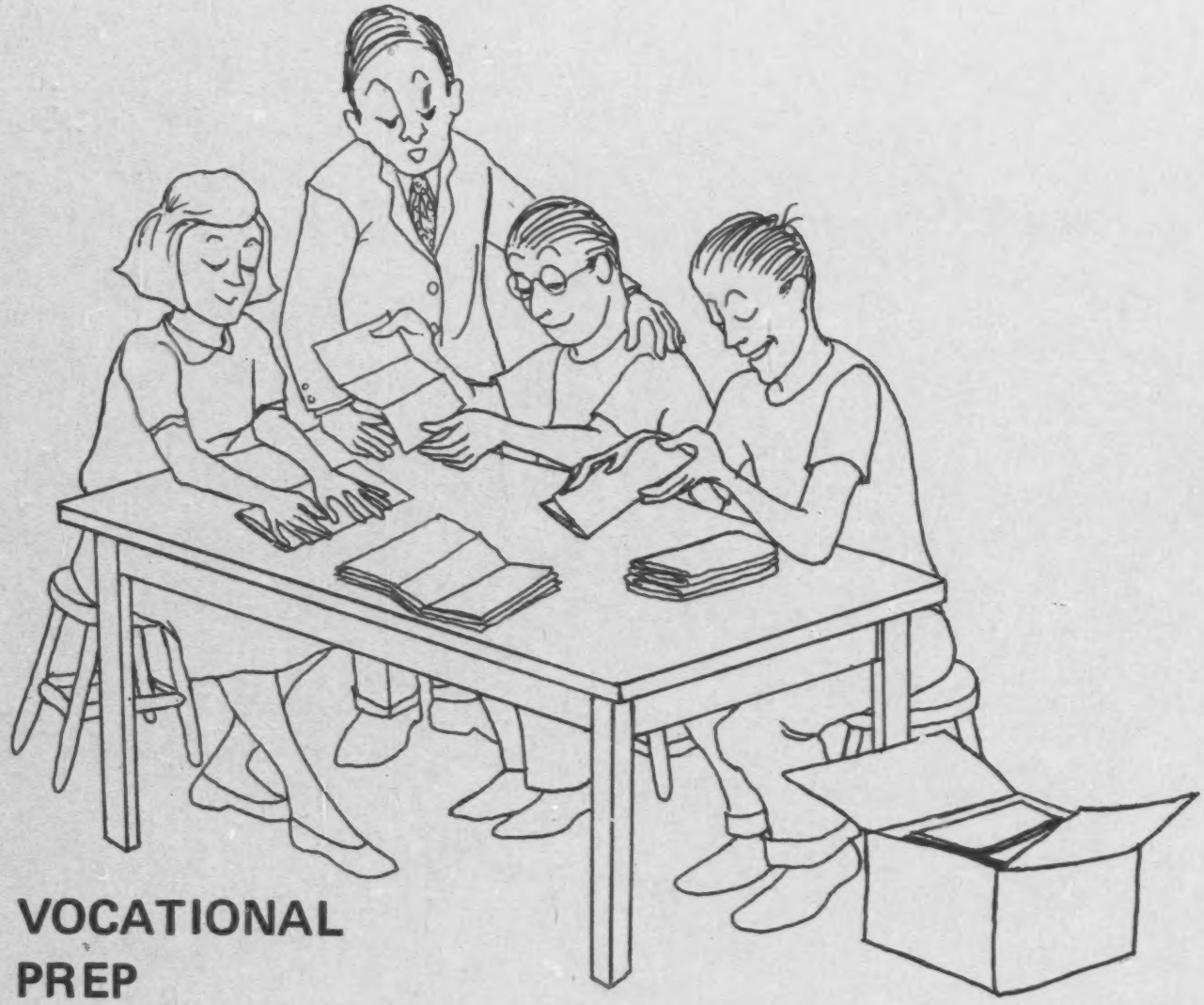


PULL

DANGER



ONE WAY



VOCATIONAL PREP

VOCATIONAL PREP

At the Vocational Prep level, all students should be tested and screened by the Vocational Rehabilitation Service. Test results should be reviewed by the students' pre-vocational teachers and by the vocational rehabilitation counselor. Those students not ready for work in the Sheltered Workshop should continue with job training and a school program (see Schedule I). Other students who appear ready to sustain a six to eight hour work day in the Sheltered Workshop should be placed on a job there (see Schedule II). Those students who are unable to do either of the above should be assigned to the Activity Center (see Schedule III).

The public school system bears the major responsibility for training the TMH student through age 21 after [illegible] a time other community agencies must take on the responsibility of maintaining the TMH program. Through the combined efforts of the public schools and other community agencies a Training Center combining Sheltered Workshop and Activity Center may be established.

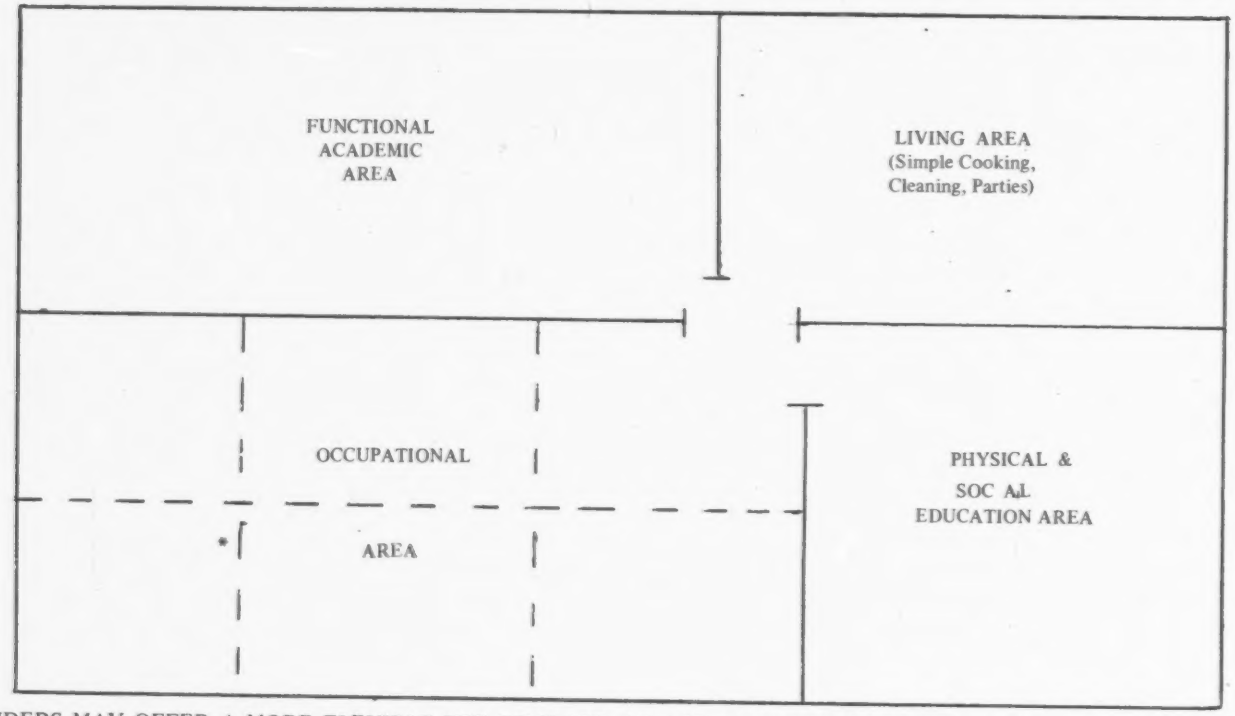
Area – All Skills **C. A. 17.0 to 21.0**
Level – Vocational Prep **M. A. through 8.0**

On the following pages two models of training and work facilities are shown. One is for the small community, making use of existing high school rooms which could be remodelled and used as a training center. One is for larger communities; it offers boarding facilities and is planned to accommodate post school workers as well as those for whom the public schools are still responsible.

Some students will be limited to participation in the activities program. For these students, part of the day should be spent in continuation of the program as it was set up on a pre-vocational level. This participation should continue until the vocational rehabilitation counselor and the teacher are sure that this student will be unable to participate in a workshop. Provision should then be made for him/her to enroll in the activity program on a full time basis and live at home or board at the school, whichever is most appropriate.

The students who appear able to benefit from a work training program will be placed in the work training facility for half a day. During the other half day they will partake in a program of functional academics and social and recreational skills. Individual evaluation during the work training program will determine how long the student will remain with this procedure.

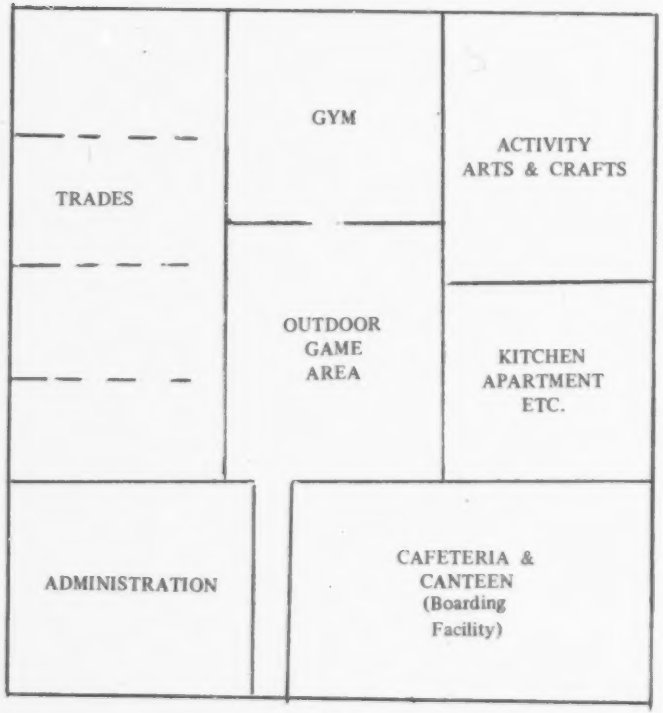
TRAINING CENTER, SHELTERED WORKSHOP & ACTIVITY CENTER
SMALL TOWN FACILITY
REMODLING OF EXISTING SCHOOL FACILITIES FOR DAY USE
(WOULD REQUIRE AT LEAST THE EQUIVALENT OF 4 CLASSROOMS)



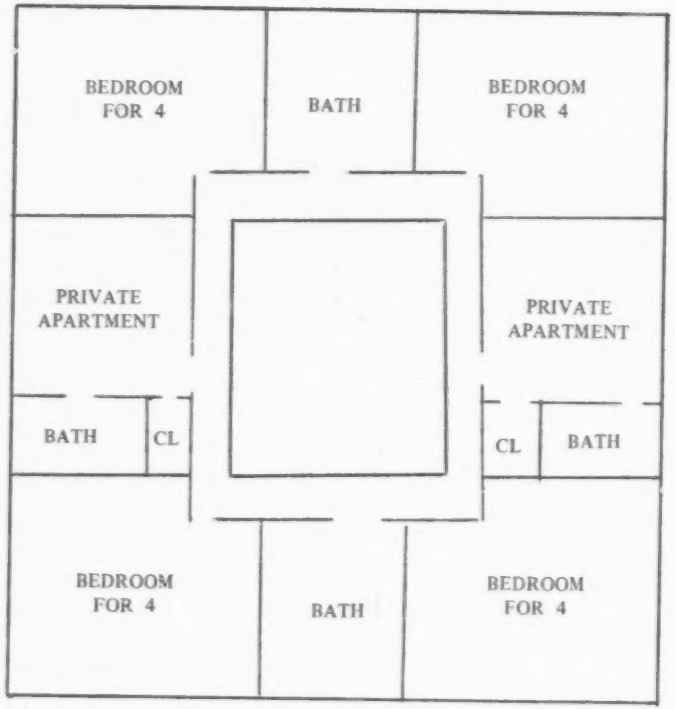
* DIVIDERS MAY OFFER A MORE FLEXIBLE USE OF SPACE, OR ACT AS A SUBSTITUTE IF 4 SEPARATE CLASSROOMS ARE NOT AVAILABLE.

SUGGESTED STAFF: FUNCTIONAL ACADEMICS TEACHER
SHOP "
PHYSICAL EDUCATION "
HOME ECONOMICS "
PLUS AIDES AND STUDENT AIDES.

TRAINING CENTER SHELTERED WORKSHOP & ACTIVITY CENTER
LARGE CITY FACILITY
WITH BOARDING ACCOMODATIONS



1st FLOOR



2nd FLOOR (Or more)

ADDITIONAL FACILITIES MIGHT INCLUDE GARDEN AREA, HYDROPONIC GREENHOUSE, CHICKEN HOUSE, ETC.

THIS MAY BE A 2 OR 3 STORY BUILDING, OR OTHER LIVING QUARTERS MAY BE LOCATED NEARBY.

PROGRAM FOR SHELTERED WORKSHOP AND ACTIVITY CENTER

SCHEDULE I

For students learning vocational skills and continuing development in other skill areas.

SCHEDULE II

For workers who can assume responsibility for a 6 to 8 hour work day.

SCHEDULE III

For those unable to work but able to participate in activities.

SCHEDULE I

9:00 – 12:00	A. M. Program
12:00 – 1:00	Lunch
1:00 – 5:00	P. M. Program
9:00 – 9:15	Opening – discussion of plans for day
9:15 – 10:30	Functional Academics Reading and oral language development – related to jobs, following directions, etc. Arithmetic – making change and other skills
10:30 – 10:45	Break
10:45 – 11:30	Perceptual motor skills
11:30 – 12:00	Social, self help skills Grooming Preparation for lunch, wash up, etc.
12:00 – 1:00	Lunch Recreation
1:00 – 1:15	Sign in or punch in at workshop Discuss work assignment

SCHEDULE I (CONT'D)

1:15 – 3:00	Work assignment under supervision Shoe shining Dishwashing Laundry – washing, ironing Cleaning Nursery, yard work Stuffing, sorting or other activities
3:00 – 3:15	Break Some may leave at this time if can't sustain full afternoon's work – to activity center or home
3:15 – 5:00	Continue same work assignment or be reassigned If student is living at facility, supper would be served.
5:00 – 6:30	Later in the evening, planned recreation, TV, or other activity would be provided.

SCHEDULE II

9:00	Punch in or sign in Get job assignment
9:15 – 10:30	Work
10:30 – 10:45	Break
10:45 – 12:00	Work
12:00 – 1:00	Lunch
1:00 – 3:00	Work (those assigned o hours, sign out and go to Activity Center)
3:00 – 3:15	Break
3:15 – 5:00	Work

JOBS IN SHELTERED WORKSHOP AND BOARDING HOME FOR SCHEDULE II[1]

Boarding Home Kitchen

Set table
Remove dishes from table
Clean and scrub tables
Prepare dishes for dish washer
Operate dish washer
Stack and put away dishes
Stack trays
Sort silverware
Clean silverware
Wash and put away cooking utensils
Sort canned foods by picture

Boarding Home Housework

Make beds
Sweep floors
Run vacuum cleaner
Dust furniture
Wash windows
Mop floors
Wash woodwork
Clean cabinets

Boarding Home Miscellany

Shine shoes
Manicure nails
Shampoo and set hair
Wash cars
Child care
Help students dress

Sheltered Workshop Jobs

Contract jobs which require:

Stacking	Packaging
Sorting	Folding
Stapling	Collating
Matching	Assembling kits

Boarding Home Laundry

Sort clothes by color
Sort clothes by type
Load carts for washing machine
Load washing machine
Operate washing machine
Unload washer into dryer
Operate dryer
Fold linens
Iron flat pieces
Put away linens
Mend clothes

Boarding House Custodial

Sweep floors
Scrub floors
Mop floors
Wax floors
Sweep porches and patios
Empty waste baskets
Empty garbage cans
Clean bathrooms

Boarding House and Sheltered Workshop Yard and Nursery

Rake leaves
Pick up trash
Shovel snow from walks
Rake lawn
Fertilize lawn and shrubs
Mow lawn with hand mower
Water lawn
Water flowers, shrubs, trees
Maintain small garden
Help with greenhouse work

---

1 See Pre-Vocational Level Economic Usefulness Skill Area

SUGGESTED EQUIPMENT AND MATERIALS FOR JOB TRAINING FOR SCHEDULES I AND II

Living Room Area

- chair
- couch
- coffee table
- end table
- lamps
- television

Bedroom Area

- bed
- bedside table
- dresser
- chair
- linens
- blankets
- lamp

Kitchen Area

- stove
- refrigerator
- cooking utensils
- dish washer or sink for washing dishes
- cupboard
- cooking table
- counter space

Laundry Area

- washer
- dryer
- iron
- ironing board
- laundry carts

Sewing Area

- sewing machine
- assorted needles
- assorted threads
- thimbles
- scissors
- ironing board
- steam iron

Dining Room Area

- table
- chairs
- linens or mats
- dishes
- silverware
- storage shelves for dishes and silverware

Bathroom Area

- wash basin
- bathtub with shower
- toilet
- mirror
- storage closet
- scale
- full length mirror

Yard and Nursery Area

- water hose and/or sprinkler
- rake
- hoe
- gardening tools
- hand lawn mower
- spade
- greenhouse with necessary equipment
- wheel barrow

Shoe Shine Area

- chair equipped for shining shoes
- cloths or buffers for polishing shoes
- shoe polish
- shoe brush

Conference Area

- desk
- chairs
- file cabinet
- telephone

Shop Area

- work bench
- tool cabinet
- assorted tools
- individual tool boxes
- power tools (at teacher's discretion)
- painting equipment
- exhaust fan
- storage cabinet

Other Areas

- time clock
- rack for time cards
- bulletin boards
- chalk boards
- individual lockers
- storage cabinets
- storage cabinents for A. V. equipment and materials
- workshop telephone
- public address system

STOCKTON UNIFIED SCHOOL DISTRICT[1]

Pupil Personnel Services Department

Special Education Office

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

CODE:
0 – Never or rarely
1 – Sometimes or occasionally
2 – Usually or often
3 – Almost always or always
4 – To be used when item does not apply or the evaluator is unable to determine

Name _____

Evaluator _____

Date of Evaluation _____

ITEM		ACTIVITY		0	1	2	3	4	REMARKS
Ambulatory	1.	Carry solid objects							
	2.	Carry fluid in open container							
	3.	Carry as part of a team							
	4.	Over changing surfaces	(a) stairs						
			(b) inclines						
			(c) rough surfaces						
Standing	5.	Erect with comfort							
	6.	On rough surfaces							
	7.	On heights							
	8.	To lift from table height	(a) light objects						
			(b) heavy objects						
	9.	To lift from bench height	(a) light objects						
			(b) heavy objects						
	10.	To lift from floor	(a) light objects						
			(b) heavy objects						
Reaching	11.	To reach	(a) forward						
			(b) sideways						
			(c) backwards						
			(d) downwards						
			(e) upwards						
Grasping	12.	To grasp small objects	(a) thin						
			(b) bulky						
			(c) flat						
			(d) upright						
	13.	To grasp large objects	(a) thin						
			(b) bulky						
			(c) flat						
			(d) upright						
	14.	To grasp solid objects							
	15.	To grasp pliable objects							

1. Stockton Unified School District Curriculum Guide for Trainable Mentally Retarded Curriculum Bulletin No. 132 pp. 121-129. Reproduced by permission of the publisher.

Behavioral Objectives	Activities	Instructional Aids and Materials
Money		
The child will be able to:		
recognize some pieces of money	(Review money vocabulary at beginning of Functional Money Area.) Set up a play store. Using real money, buy a can of food. Locate the price stamped on the can. Tell the student what pieces of money he will need to buy the can. Help him find the correct pieces of money.	**Note:** Make the student aware that everything in a store costs money Play store with stamped food cans
	Cut pictures of articles you would like for Christmas or birthday presents. Decide which one would cost more and why. Find pieces of money needed to pay for it. Bring price tags from home showing cost of some article. Help the students find the right pieces of money to pay for the article. Place several pieces of money on the table. Ask one student to find a penny or all the pennies. (This may be an individual exercise or group activity with students divided into two groups.)	Catalogs Magazines Scissors Price tags Real money
	Identify pieces of money by name. Discuss cost of school lunch. Put several coins out. Help the child find the right ones to pay for his lunch.	Real money
play simple money games	**Money Game:** Put five pennies and a nickel on the table. Make flash cards for numbers 1-5. Hold up the card with one on it and ask him to find that many pennies. When the number 5 is used, explain that a nickel is the same as five pennies. Sort coins. Match coins. Match real coins with pictures of coins.	Five pennies Nickel Flash cards for numbers 1-5 Real coins Pictures of coins
	Set up a mock bus. Go for a ride and pay the driver the fare. Take a bus trip about the city. Bring the correct fare and pay the driver.	Mock bus Bus fare Bus trip around city
	Number Game: Who can find the quarter, biggest piece of money, the green piece of money, the smallest piece, etc. Introduce the $ mark and the ¢ sign. Find price tags and food cans with either on them. Visit a grocery store. Ask the manager to show how prices are put on cans and why they are necessary.	Real money Price tags Food cans Field trip to grocery store
make very simple change with help	Schedule a movie. Ask each student to bring a dime to pay for popcorn and cold drink mix. Let the girls make the cold drink mix and the boys the popcorn. Set up a concession stand. Give each child 6¢. Sell the popcorn for 2¢ per sack and	Movie Cold drink mix Popcorn

Behavioral Objectives	Activities	Instructional Aids and Materials
	the cold drink mix for 1¢ per glass. Help the students make their own change.	Butter Hot plate and skillet Sacks Glasses or cups
make inexpensive objects and sell in playstore with supervision	Make simple inexpensive objects, pot holders on looms, painted rocks, etc. Set up a store and invite parents and other school children to your room to buy the articles. (Teacher will supervise the money.) When the sale is over, count the money and put in a savings bank. If over $5 is collected, take a field trip to a local bank and open a savings account.	Pot holders, painted rocks, other articles to sell Piggy bank Field trip to local bank
operate some machines with money	Plan a field trip to a shopping center which has a washeteria, post office and store with pop machine. Let each student put in correct change to buy pop. Show him how to operate the machine.	Field trip to shopping center with a washeteria, stamp machine, pop machine
solve some simple everyday money problems	Pretend he has lost his bus money and cannot get home. Decide what to do. Pretend he has lost the address where he is going to work and he has no money for a telephone call. Decide what to do. Someone has taken his sack lunch or lunch money and he does not have anything to eat. Decide what to do.	
	Go to the store to buy candy. Select candy for the students which will cost more money than they have. Decide what to do, whether to buy cheaper candy or something else to eat.	Trip to store
	The place where you work has a coffee break and you do not have money to spend every day. Decide what you can bring from home so you will have something to drink, buy soft drink and bring it in a vacuum bottle or buy pop by the case, etc.	

FUNCTIONAL ACADEMICS
SUGGESTED MATERIALS AND EQUIPMENT

Developmental Learning Materials

3505 North Ashland Avenue
Chicago, Illinois 60657

Clear plastic stencils
Superboard lacing cards with laces
Three sided pencils
Color cued control paper
Auditory tape of familiar sounds
Parquetry Inset boards (shapes)
Dot to Dot pattern sheets
Tracing designs
Tracing paper
Pre-writing design cards
Parquetry designs (large and small in six primary colors)
Colored inch cubes (six primary colors)
Stencil boards (animals, seasonal, shapes, farm and transportation)
Sequential picture cards II and III
Association picture cards
Counting picture cards
Animal, job, people shapes puzzles (with trays)
Association picture cards II and III (regrouping individual items in basic categories)
Color association picture cards
Body concept ditto masters

Ideal School Supply

Oak Lawn, Illinois 60453

Stencils for tracing (Geometric shapes, Transportation, Seasons, Animals)
Form boards (shapes, size, animals)
Building bead patterns
Jumbo pegboard and pegs
Large colored beads and laces

Milton Bradley

Springfield, Massachusetts 01101

Large dominoes (pictures on one side, numbers on the other)
Educational thermometer
Individual thermometers

Community Playthings

Rifton, New York 12471

Giant size dominoes (through double 6's)

Judy Company

310 North 2nd Street
Minneapolis, Minnesota 55401

Puzzles (3 to 24 pieces)
See-Queen Story Boards
Community Helpers (life-size figures)
The Family
Calendar
Primary clock
Mini clock
Matchettes (color)
Number-ite
Fit a Shape
Fit a Space
Feel Match (texture)
Feel Match Thickness

Stanwix House

3020 Charters Avenue
Pittsburgh, Pennsylvania 15204

Safety Workbooks I and II

American Guidance Services, Inc.

Publishers Building
Circle Pines, Minnesota 55014

Peabody Developmental Kit, Level P

Teaching Resources Inc.

334 Boylston Street
Boston, Massachusetts 02116

Geometric Shapes in color
Association cards
Concept clock in color

Instructo Corporation

Paoli, Pennsylvania 19301

Kinesthetic numeral cards and counting discs

R. H. Stone Products

18279 Livernois
Detroit, Michigan 48221

Lace-up boat

Creative Playthings

P. O. Box 330
Princeton, New Jersey

Nesting wood blocks (size)

A. Daigger and Company, Inc.

Educational Teaching Aids Division
159 West Kinzie Street
Chicago, Illinois 60610

Geometric Inserts with frames
Montessori cylinders to develop spatial concept
(diameter and height varies)
Cabinets to hold cylinders

Bell and Howell Company

7100 McCormick Road
Chicago, Illinois 60645

Language Master

Childcraft Equipment Co.

155 East 23rd Street
New York, New York 10010

Peg grading board (colors)
Shape sorting box
Giant bead stair (color)
Let's play safe signs
Hippity Hopscotch (number recognition)
Pepo Ring Toss (colors)

Tupperware International Headquarters

Orlando, Florida
(usually a Tupperware representative in your area)

Snapies (colored plastic teles which snap together)

Educational Activities, Inc.

P. O. Box 392
Freeport, New York

Record and Guide – Album 605, The Development of Body Awareness and Position in Space $5.95

Records and Guide – Album 606-7, Developing Perceptual Motor Needs of Primary Level Children $11.90

Record – EALP No. 603, Basic Concepts Through Dance (Position in Space – following directions) $5.95

Record – EALP No. 601, Basic Concepts Through Dance (Body Image – following directions) $5.95

FILMSTRIPS

Oaktree 7

four filmstrips – spring, summer, winter, fall - with accompanying records
Available from:
Eye Gate House Inc.
Jamaica, New York 11435

The Feel of Things

Shapes
Available from: Encyclopedia Britannica

Music Books and Records

Gingland, David R. and Stiles, Winifred *Music Activities for Retarded Children; A Handbook for Teachers and Parents.*
New York, New York: Abingdon Press

Ginn and Company (for quiet and action music)
The Kindergarten Book with records
The First Grade Book (enlarged edition) with records

Silver Burdett Company
Making Music Your Own – K
Making Music Your Own – First Grade

Maico Company Inc.
Record – What's Its Name (sound effect record)

BOOKS AND PAMPHLETS

Carlson, Bernice Wells and Gingland, David R. *Play Activities for the Retarded.*
Nashville, Tennessee: Abingdon Press

Grayson, Marion F. *Let's Do Fingerplays.*
Washington, D.C.: Robert B. Luce, Inc., 1962

Scott, Louise Bender and Thompson, J. J. *Talking Time.*
St. Louis, Missouri: Webster Division, McGraw-Hill, 1960

Scott, Louise Bender and Thompson, J. J. *Rhymes for Fingers and Flannelboards.*
St. Louis, Missouri: Webster Division, McGraw-Hill, 1960

BOOKS FOR PROFESSIONAL SCHOOL LIBRARY

Egg, Dr. Maria *When A Child Is Different: A Basic Guide for Parents and Friends of Mentally Retarded Children.*
New York, New York: The John Day Co., 1964, 155 pp, $3.75
Practical ways parents can help their retarded child develop. Excellent.

Williams, Harold M. *Education of the Severely Retarded Child*
U. S. Office of Education Bulletin No. 20
Washington, D. C.: U. S. Government Printing Office, 1961
Describes characteristics of TMH children and suggests curriculum for them.

BOOKS FOR STUDENTS IN SCHOOL LIBRARY

Doorly, Ruth K., *Our Jimmy* Westwood, Massachusetts (Box 224): Services Associates, $3.95 and 35¢ postage.
Parents tell their children about their retarded brother. Illustrated by retarded boy.

"Hello, Know Who I Am?"
Interesting illustrated pamphlet of a little retarded boy telling about retarded people. 5¢ per copy
Lee County Association for Retarded Children
2570 Hanson Street
Fort Meyers, Florida

FILMS AND FILMSTRIPS

International Communication Films

1371 Reynolds Avenue
Santa Ana, California 92705

Walt Disney Nature Library

University Book Store

2122 Central S. E.
Albuquerque, New Mexico
The Walt Disney Nature Library (Silent Film Loop)

Educational Record Sales

157 Chambers Street
New York, New York 10007

EBF Filmstrips
Safety Stories

Educational Activities Inc.

Freeport, Long Island, New York

Developing Cognitive Skills in Young Learners (filmstrips)
1. Grouping and Categorizing
2. Contrasts and Opposites
3. Relative Space and Size Relationships
4. Concept Ordering and Discrimination
5. Sequence of Ideas

RECORDS

Society for Visual Education Inc.

1345 Diversey Parkway
Chicago, Illinois 60614

The Child and His World (6 albums – 12 records)

May's Music Co. Inc.

514 Central Avenue S.W.
Albuquerque, New Mexico 87103

Primary Reading Child Size Books
Bowmar Manipulative Books

ECONOMIC USEFULNESS SKILLS

ECONOMIC USEFULNESS SKILLS

Developing programs which will train the individual toward a degree of independence through employment is one of the major goals of the total curriculum for the TMH. The Economic Usefulness Skill Area should be considered along with all other curriculum areas. At an early age the child must establish good work habits, learn to follow directions, and develop motor skills which will help him at the Pre-vocational and Vocational levels. As the teacher plans her program, she must keep this goal firmly in mind.

The program must be simple, purposeful, and realistic to develop skills necessary for day by day learning whether the TMH must remain at home all day, work in a workshop-activity center or live in an institution. It must be remembered that all things cannot be learned at once and that one task must be well learned before moving on to another area. The ultimate goal of this training program is not total economic independence but a degree of independence which will give the TMH self confidence and a feeling of accomplishment in the few skills he may develop.

Parents may refuse to cooperate with the teachers because they do not understand the program for their TMH child. Frequent Parent-Teacher conferences must be scheduled, both at school and in the home, to make the parents aware of the necessary skills needed by the student and the work programs available for him. As the teacher gains the parents' confidence, she should invite them to school to watch the training program in progress. The school program offers an excellent opportunity for them to observe their child in a job training situation, carried on in a business like manner, under constant supervision to correct or limit the number of undesirable traits or habits the trainee may have. Since it is very difficult for some parents to recognize the limitations of their child and accept the jobs in which he can succeed, invite the parents to help you evaluate their child's functioning level before you move on to the next area of learning. Explain that each evaluation must include specific tasks repeated many times in a sequential order which will convince the teacher that the task has been thoroughly learned before introducing a different skill approach.

Lists of expected learnings and suggested home tasks for each student should be sent home periodically whether or not the parents cooperate initially in the home visitation program.[1] As parents observe their child's progress and see that he is able to care for his own needs and make some contribution to the family group, they may become more cooperative with the school. The school, teacher, and family can work together to establish progressively higher goals and prepare the TMH youngsters for a less dependent life.

---

1. See Suggested Activities at end of skill area and Appendix.

Skill Area – Economic Usefulness
Level – Primary

C. A. 5.0-8.11
M. A. 2.0-3.11

Behavioral Objectives	Activities	Instructional Aids and Materials
Following Directions at School		**Note:** Through parent conferences or notes, make parents aware of desired learnings. Suggest activities to continue learnings at home.
The child will be able to:		
follow a simple individual direction	Work with peg boards according to directions.	Pegs, pegboard
	String beads according to direction.	Beads with laces
	Take a note to a teacher in the next room.	
	Being an article to the teacher as directed.	Various room articles
	Pretend you are a mother or father. Help your baby take a bath. (See Self Help activities for bathing.)	Doll, plastic tub, wash cloth, soap, towel, lotion
	Pretend you have just reached home and must put away your wrap. Show the teacher what you would do.	Wrap, clothing rack
	Invite parents to school for a "Show You Time."	
	Give individual demonstration for following directions at school.	
	Using an egg carton, sort buttons according to color.	Egg carton Colored buttons
	Using food cans, sort nails according to size. Have only two sizes, large and small.	Food cans, large and small nails
	Sort food cans according to size. Have only large and small cans.	
	Set a table using plastic dishes and silverware on a place setting drawn on butcher paper.	Place setting drawn on butcher paper Plastic dishes and silverware
	Empty waste basket into large box or another basket in the hall.	Waste basket
	Pick up papers from floor and hall near room.	Waste basket
	Group activities for simple direction games.	
follow simple group directions	Group activities for simple direction games.	
	Stand up, sit down, walk around, etc.	
	Play "Follow the Leader." Teacher may or may not instruct leader as to activity.	
	Find name on work chart. Identify job. Show the other students how to perform your individual job.	Make charts shoiwng all room activities. Include every job to be done, even if it means making different charts for different days. Have a picture or illustration for each duty. Have a regular routine for each job. Demonstrate to students until they learn correct procedures.
	Pick up papers from a small area of the schoolground as directed by the teacher and custodian.	Waste baskets, boxes or paper bags **Note:** Supervise clean up activities at all times to prevent the formation of sloppy habits

Behavioral Objectives	Activities	Instructional Aids and Materials
	Put away supplies after work is finished. Put away toys after play period is over.	Supplies Toys
	Set up a "quiet time" when students come to circle and sit on floor mats to listen to flannelboard stories or records.	Records and flannelboard stories students enjoy
	Set up a "talking time" when students come to the circle for "Show and Tell" or just a "talking time" to practice taking turns.	**Note:** Explain that there are times to sit quietly and listen and other times to take turns talking.
	Learn Fingerplays. "Rhymes for Active Time" and "Rhymes for Quiet Time."	*Rhymes for Fingers and Flannelboard* pp. 108-117
follow directions in song and records	Sing Songs (with or without records) and follow the simple directions. "Singing While We Play" and "About Singing Games"	*The Kindergarten Book* (with records) pp.8-32, 38-42 *The First Grade Book* (with records) pp.10-41, 45-52
	"Open, Shut Them," "Let's Go Walking," "Creative Play."	*Making Music Your Own, K* (with records) pp. 14 27, 28-51.
	"The Band," "Before We Play," "Come With Me," "Chiapancos," "Skipping Is Fun," "Painting," "Put Your Finger In The Air," and many others.	*Music Activities for Retarded Children* pp. 27, 28, 29, 32, 67, 89
	Make up your own songs and follow directions. Use tunes to familiar songs.	
complete an assigned task	Color paper according to direction (see color routine in this skill area). Simple cutting and pasting activities (see cutting and pasting routine in this skill area). Work puzzles; start with simple puzzle having 4 or 5 pieces and advance to harder ones as child masters each level.	Paper, crayolas Paper, scissors, paste Simple puzzles More difficult puzzles **Note:** Anything a child does at school can be considered a work activity. Keep all activities on the child's level and make certain he finishes them.
	Sew cards. These can be obtained from most school supply companies. However, students will enjoy making seasonal cards. Make a pattern from heavy cardboard and help students draw around it on tagboard. Outline the design with paper punch; sew with colored yarn and yarn needle. The design may be colored or painted before sewing if so desired.	Sewing cards Yarn needles, colored yarn, tagboard, paper punch
	Lace Boards. These may also be made from Masonite or ¼" rigid plastic using shapes or designs you are teaching. Draw design on board and ask shop teacher to cut it out. Have a free play period for all students who have completed assigned tasks. Let each child select his own toy.	Boards and laces Masonite or ¼" rigid plastic sheets Toys for free play period

Behavioral Objectives	Activities	Instructional Aids and Materials
Establishing School Routine		
The child may be able to: follow simple directions for school routine		**Note:** These routines are only one of many ways to teach school routine. Regardless of the routine you follow, make certain it is the same each day and the vocabulary is the same so the child will not become confused.
arrival at school	Set up a regular routine for arrival at school: hang up wrap, go to your table and sit down, start work immediately. If teacher must talk with bus driver or parents, place a simple task; puzzle, peg board or sewing card by each child's name so he will understand that he is to start work immediately.	Simple puzzle, sewing card or pegboard by each student's name card
coming to circle	Set up a regular routine for coming to the circle. Stop work, pick up chair, carry it to the circle, put your chair on the circle line, sit quietly and listen until everyone is seated.	Chairs Circle line
coloring	Set up a regular routine for coloring. Open supply box, select a crayola, close supply box, hold up crayola, start coloring when directed by teacher, put crayola back in box when finished, close supply box and sit quietly until everyone is finished.	Supply box Picture to color
restrooms	Set up a regular routine for restrooms. Girls get wraps and stand in Girl's Line; boys get wraps and stand in Boy's Line. March in line to restroom with the leader in each group holding open all doors; the leader may be changed daily or weekly on work chart. After using restroom, wash hands and return to line. March quietly out of the building for recess or return to classroom for indoor recess on cold days.	Restrooms Work chart
lunch period	Set up a regular routine for lunch period: wash hands, put on wraps, get in line, keep mouth "locked" while in school halls so as not to distrub other classes. Public relations with other teachers can be very important here, also a good opportunity to show any visitor who might be in the building that TMH students can conduct themselves properly in halls. Walk in line on the right side of the hall, leader open and hold all doors, take off wraps and put them in a designated place in cafeteria, get in lunch line, thank cooks for tray, walk to the table and sit quietly with a minimum of talking while eating. Discourage loud talking or frequent trips to restroom or water fountain during meal. When all students have completed their meals, remind them to place fork and spoon on tray so they will not fall off, take trays to proper place for washing, put on wraps, get in line, and return to classroom or go out for play period.	School cafeteria **Note:** Always provide lunchroom supervision for the development of good eating habits. It is a good idea to eat with the children some of the time. It is easier to develop a good habit than it is to break a bad one.

Behavioral Objectives	Activities	Instructional Aids and Materials
cutting and pasting	Set up a regular routine for cutting and pasting: prepare a simple activity, lacing card, puzzle, etc. for each student at his own desk. Call two students to a table for individual help. Show them how to cut, pick up the paper, put paper in waste basket, and return scissors to supply box. Now show the child how to apply a small amount of paste or glue to the picture, how to paste it and how to remove excess paste with tissue. Return paste to supply box, wash hands when necessary, write name on paper, put paper on designated table to take home, return to desk and complete assigned activity.	Paper, scissors, paste supply box Tissue Individual activity for each student at his desk **Note:** The teacher should always make a project so that the child will not get the idea that the teacher feels the project is too messy, etc.
clean-up time	Set up a regular routine for clean-up time: stop work when directed by teacher, put away supplies, (teacher checking each supply box to be sure all supplies are in it), clean off tables, pick up papers, put away all materials or games used during the day.	**Note:** Give plenty of time for this activity. Sloppy habits will be formed if the child is hurried too much.
going home time	Set up a regular routine for getting ready to go home: stand up and push chairs under tables, put on wraps, get in line by door while note to parents or papers are passed out, march quietly out of building and get in school bus.	
The child may be able to: identify some home and school articles used to work	**Vocabulary Development for Oral Language** pencil, paper, scissors, paste, mop, broom, dustpan, dryer, pencil sharpener, vacuum cleaner, lawn mower, washing machine, felt pen	Actual articles when possible Good pictures of articles
	Play Identification Game: "Find the Pencil," or, "What do we write with?" Place several articles on table. Name the articles. Ask students to close eyes. Take away one article. Guess which one is missing. Place several articles on table. Name all the articles. Cover articles with cloth. Recall the names of articles on table.	Articles on table for identification Cloth
	Identify pictures of school articles. Tell what each is ued for. Identify pictures of home articles. Tell what each is used for.	Pictures of school and home articles
	Match articles: big pencils, little pencils, red pencils, brown pencils, etc. Sort pictures of school articles. Have a box for pencils, one for scissors, etc.	Articles to match Boxes for sorting
	Invite parents to school for "Identification Period." Divide the students into small groups (with parent in different group from his child). Identify pictures of home and school articles and tell what each is used for.	**Note:** Make the parents aware of sources for pictures: catalogs, magazines, store advertisements.

Behavioral Objectives	Activities	Instructional Aids and Materials
	Take a field trip to a washeteria and observe someone using a washer and dryer.	Field trip to washeteria
	Invite a parent to bring a vacuum cleaner to school for a demonstration. Let each child take a turn in vacuuming the floor.	Vacuum cleaner Parent
	Take the students to the school cafeteria to watch the custodian mop the floor.	Custodian Mop
	Find pictures of articles used at home. Paste them on construction paper to take home. Find pictures of articles used at school. Paste them on construction paper to take home.	Magazines, scissors, catalogs, paste, construction paper, school supply catalogs
identify simple tools by name	**Vocabulary Development for Oral Language** hammer saw screw driver nails board	Actual tools Pictures of tools
	Visit a lumber yard to get scraps of lumber. Go to your school shop to ask the shop teacher to cut the boards and show how simple tools are used.	Visit to lumber yard and school shop
	Invite a friend or parent to school to demonstrate the use of simple tools in the room. Hammer nails into boards. Pull them out. Use Playskool Workbench for hammering and screwing wooden pegs.	Resource person Some simple tools Playskool Workbench
	Put all the tools on the table. Identify them. Ask students to close eyes. Take one tool away. Guess which one is missing. Put all the tools on the table. Identify them. Ask students to close eyes. Cover tools with cloth. Recall what tools are under the cloth.	Tools you wish to identify Tools Cloth
	Put one tool in a paper bag. Let each child feel the tool without looking at it. Guess which tool is in the bag. Find pictures of simple tools. Identify them.	Paper bag Assorted tools Pictures of tools
solve some simple problems	Set up some simple problems related to school routine. When students arrive at school, do not have a work activity by their names. Teacher may go to her desk and appear to be working on something. Note if students will ask for work activity.	Arrival at school without work activity by names
	Go to the circle and sit down and start telling a flannelboard story. See if the students will come to the circle.	Teacher reading a story in circle without students
	Begin a coloring, cutting or pasting activity without supply boxes. Give usual instructions and see if students will tell you they do not have supply boxes.	Activities without supply box

Behavioral Objectives	Activities	Instructional Aids and Materials
	Start outside for recess on a cold day without coats and mittens. See if students will ask for coats or if they mention that they are cold.	Start out for cold outdoor recess without coats or mittens
	Teacher put on coat before going to restroom but start the students without coats. See if they will ask for own wrap.	Teacher with coat Students without wraps

Skill Area – Economic Usefulness C. A. 9.0-12.11
Level – Intermediate M. A. thru 5.11

Behavioral Objectives	Activities	Instructional Aids and Materials
Developing Work Habits		
The child will be able to:		
follow simple directions	Sew a button on a piece of tagboard. This will be easier than cloth for most students to handle.	Tagboard, button, needle, thread
	String beads according to direction: round bead, square bead, red bead, blue bead; etc.	Assorted colors and shapes of beads, laces
	Sort beads according to color.	Egg cartons Colored beads
	Sort beads according to shape or size.	Egg cartons, beads of assorted shapes, and sizes.
	Sort buttons according to color.	Egg cartons, colored buttons.
	Sort buttons according to size.	Egg carton, large and small buttons
	Sort nails and bolts.	Coffee cans or muffin tins, nails, bolts
	Put lids on various types of bottles and jars.	Bottles and jars with lids
	Put lids on food cans.	Coffee and shortening cans etc., with lids
	Sew cards according to teacher direction: by number, with red yarn, etc.	Sewing cards with laces or colored yarn
	Run an errand for the teacher.	
	Complete a work paper as directed by teacher.	Paper, pencil, crayolas
follow group directions	Make charts showing room duties. Ask the children to look for pictures showing various duties. Let them help decide what duties are needed on Monday, Tuesday, etc.	Magazine, scissors, tagboard **Note:** Include every possible duty: feed fish, water plants, dust furniture, clean blackboard, even if it means making many charts.
	Let each child find his room duty for the day and demonstrate it for the rest of the class. Play "Follow the Leader" acting out room duties.	
	Pick up papers from the playground as directed by the custodian, and teacher.	Paper bags, boxes, waste baskets **Note:** Carefully supervise all work activities so that sloppy habits will not be established.
	Follow simple directions from records	See records in Suggested Activities at end of skill area.
	Set up a "Quiet Time" and a "Talking Time." You now want to make the child aware that he can color a picture and listen to a record at the same time, or he can talk with his friends wh[illegible] he works a puzzle.	**Note:** Explain that many jobs permit some conversation, but no job permits loud talking or screaming.

Behavioral Objectives	Activities	Instructional Aids and Materials
complete an assigned task	Set up an activity by each child's name at his table. The activities must vary according to the abilities of the child; some students may be able to water plants or feed animals while others may only be expected to color a picture or string beads. Your main concern is to give a child something he can complete, see that he does finish it and praise him for good work.	Activity for each child on own level **Note:** Many of the activities for this skill area may seem to repeat themselves. However, when you are teaching a child to follow individual or group instructions, he may not have a task that you expect him to master alone. But with this objective: complete an assigned task, you are giving him things to accomplish before he can participate in another group activity or free play.
	Ring a bell or blow a whistle when work period starts. Let the work period last five to ten minutes, depending upon the activities for that particular day. At the end of the period, blow whistle again. All students who have completed tasks may have a short free play period while teacher gives individual help and encouragement to those who have not done their work.	Bell or whistle Toys for free play
follow simple direction for school routine		**Note:** These examples of school routine are only one way of setting up such procedure. Whatever you use, keep in mind that a routine should be the same every day and the vocabulary you use in teaching it must be the same so that the students will not become confused.
arrival at school	Set up a regular routine for arrival at school. Hang up wrap, get supply box and put it under desk or chair, sit at desk or table and work on the project by his name with a minimum of talking. After the teacher has performed her morning chores: checking lunch money, talking to bus driver and parents; interrupt the students to come to the circle or join a group activity at the table. Return to table and finish uncompleted task before beginning a new activity.	Simple project by each child's name **Note:** Provide some interruption during a work period so that students will learn that their work must sometimes be interrupted. Always return to uncompleted job so they will learn that it must always be completed.
coming to circle	Set up a regular routine for coming to circle. Stop work immediately, pick up chair, carry it to the circle area, sit quietly and listen for further directions.	**Note:** This activity will make the child aware that he must be punctual, if you will provide some recognition or reward to those who comply.

Behavioral Objectives	Activities	Instructional Aids and Materials
coloring	Set up a regular routine for coloring. Get supply box from the floor under chair, put it on the table by right side (or left side if left handed), open supply box and select color needed, close supply box and color. When finished put crayolas back in the box, close the box and sit quietly while other students finish.	Supply boxes
restrooms	Set up a regular routine for restrooms: girls get wraps and get in Girls' Line; boys get wraps and get in Boys' Line, march to restroom, without talking if other classes are in session, use restroom, wash hands and return to line. March quietly out of the building for outdoor recess or return to classroom for indoor recess.	**Note:** The TMH will always need some supervision in the restroom. You might allow them to go there unsupervised several times per month but ask principal, custodian, nurse, or secretary to look in on them and note habits that should be reinforced.
lunch period	Set up a regular routine for lunch periods: wash hands, put on wraps, get in line, march quietly down halls without disturbing other classrooms, get in line for lunch, thank cooks for trays, walk to the table and eat quietly with a minimum of noise. Usually the group must eat together at this age level. In order that more students may be aware of TMH students, ask your leader to select a table anywhere in cafeteria, to eat there for the day. When all students have eaten, take trays to proper place, get in line and return to classroom or go out for play periods.	**Note:** Supervise the students so they will develop good eating habits. They will have to be encouraged to eat some of the foods served in the cafeteria.
cutting and pasting	Set up a regular routine for cutting and pasting. Work as a group except for individuals who cannot work alone. Show students how to cut, pick up the paper, put paper in the waste basket and return scissors to supply box. Now show how to apply a small amount of paste or glue to the picture, how to paste it and how to remove any excess paste with tissue. Return paste to supply box, wash hands when necessary, write name on paper and put paper on designated table to take home. There will be students who work slowly and will need a lot of individual help. Have a simple activity table set up and allow students to select a new activity as the cutting and pasting is completed.	**Note:** See Perceptual Motor Skill Area for use of scissors. Paper, supply box, tissue **Note:** Always do a project with the students so they will not get the idea that you think the project is too messy. **Note:** Teach a child to be independent. He may need help if he has never done anything for himself at home.
clean up time	Set up a regular routine for clean up time. To make the students aware of clean up time, ring a bell or blow a whistle when you are ready for work to stop. Stop work, check supply boxes: take all the articles out of supply box, hold up each as teacher names it, return it to supply box, put away supply boxes, pick up paper, (some sweeping may be done if needed), push chairs under tables, and put away any materials or games used during the day.	Whistle or bell Broom, dustpan **Note:** Be sure to give enough time for completion of this activity. Failure to do so may result in sloppy work habits.

Behavioral Objectives	Activities	Instructional Aids and Materials
going home	Set up a regular routine for going home. Stand up, push chairs under tables, check room to see that everything has been put away, put on wraps, stand in line by door to receive papers or notes to parents, march quietly out of building and get on school bus.	Wraps
Developing Ability To Work With Others		
The child will be able to:		
play games in small groups	Set up card tables with puzzles of 100 pieces. Seat one person at each side of the table to work on puzzle for short periods each day until it is completed. A large piece of cardboard may be used to keep the puzzle intact if the card table cannot be left set up with the puzzle.	**Note:** The purpose of this activity is to work on the same activity without tearing up other student's work or holding puzzle pieces.
	Give each child a box of beads and a lace. Have the same number of beads in a box. Ring a bell to start. See which child can string his beads first. Divide your students into groups so that all students will have a chance to win at some time.	**Note:** This game is good for two or four students. Boxes of beads, laces
	Bolt and nail game, group of two students: put bolts and nails on the table. Give each child an egg carton or box. Instruct one child to put the bolts in his box and the other child to take the nails. See which child finishes first.	Boxes or egg cartons Nails and bolts
	Play number or picture dominoes. Stress not being unhappy if he is the last to finish. Play circle games where one child will always be in the middle.	Number dominoes Picture dominoes, musical chairs or similar game
work in small groups to complete school jobs		**Note:** You will want to set up a regular routine for each school job.
dust furniture	Dust desks and other room furniture, group of two students: teach one person to remove all articles from furniture, the other person dusts the furniture and the first person returns the articles to their original positions.	Dust cloth
sweep floors	Sweep floors in classroom, group of two students: teach one person to sweep the floor and the other person to move chairs and hold dust pan.	Broom, dustpan
	This will be a good time to rearrange the furniture but the students will need help in deciding where to place the furniture. TMH children are not very creative and they will want to put everything back where it was.	
set the table	Set the table for a room luncheon or party, group of two student: teach one student to place the dishes and the other one to place the silverware and napkins. For parties, paper plates and plastic silverware will probably be used.	For practice, make place settings of butcher paper Plastic dishes and silverware

Behavioral Objectives	Activities	Instructional Aids and Materials
wash dishes	Wash dishes, group of two students: teach one student to scrape dishes (or pans) and stack them for washing. Show the other student how to mix hot and cold water, measure the detergent and put dishes in dishpan or sink for washing. Demonstrate cleansing pads and supervise to see that dishes are clean.	**Note:** This activity will probably be needed after simple cooking lessons. Dishpan or sink, dish cloth, detergent, dish scraper, cleansing pad
dry dishes	Dry dishes, group of two students: teach one student to rinse the dishes in hot water. (This may be in a dishpan or the sink.) Demonstrate placing in a dish drainer. Show the other student how to remove excess water with dish towel and put dishes away.	Dishpan or sink Dish drainer, dish towel **Note:** If you do not have a kitchen or hot water, heat the water in a teakettle or dish pan on a hot plate.
clean shoes	Clean shoes, group of two students: have a mat by the door for scraping mud from shoes. Let the students take turns cleaning each others' shoes with broom, paper towel or brush. This activity can be changed to have a daily leader who stands by the door to check shoes and assist each child in removing the dirt from his shoes.	Mat Broom, paper towel Brush Leader
water plants	Water the plants, group of two students: show one student how to fill a pail or plastic bottle with water without it running over. Teach another child how to water plants from the plastic bottle or dip water from a pail. Show how to use newspapers to remove any water spilled on the floor.	Plants Plastic bottle or pail Small can for dipping
make sewing cards	Make sewing cards, group of two students: teach one student to place the simple pattern on tagboard and fasten it securely with paper clips. Show the second student how to draw around the outline with a pencil or felt pen. Help the first person cut out the design and the second person outline it with a paper punch.	Tagboard, scissors Pencil, patterns **Note:** The intermediate group can make many simple patterns for the primary group to use. It is never too early to stress doing things for others.
	Work in small groups to make a seasonal mural. (Beware of others in use of materials and space for working.)	White butcher paper Paints or crayolas
The child will be able to: identify some home and school objects and identify their use	**Vocabulary Development for Oral Language**	Real objects Pictures of objects Chart showing pictures of objects and words Word Cards **Note:** You are not really trying to teach words, but some students may learn a few of them.

pencil	crayolas	forks	coffee pot
paper	felt pen	spoons	dishwasher
paste	dishes	pans	dish drainer
scissors	knives	toaster	garbage disposal
stove	blender	washer	dish towel
dryer	dish cloth	telephone	

Behavioral Objectives	Activities	Instructional Aids and Materials
	Divide class into two groups. Hold up a picture of common object and identify by name and use. (Take turns.) The child who identifies the object correctly holds the card. Count the cards at the end of the game to determine the winning team. Listen to Common Home and School Sounds. (Record 7 – Side B)	Pictures of common home and school objects
	Make a School Booklet showing articles used at school.	Peabody Language Development Kit Level P Construction paper, school supply catalogs, magazines, paste, scissors
	Make a Home Booklet showing articles used at home.	Construction paper, paste, magazines, scissors
	Describe articles used in home and school. Teacher describes until students understand the game. Divide into two sides and give one point for each correct answer. The student who guesses correctly also gets to describe the next article. Count points at end of game to determine winning team.	Pictures of articles **Note:** If students have difficulty describing an article, teacher may describe and hold up picture pointing out things.
identify some common tools and their use	**Vocabulary Development for Oral Language** saw, lumber, file, pliers, sandpaper boards or rough lumber, claw hammer, nails (large heads), screws (large heads), screws driver (standard)	Actual tools Pictures of tools **Note:** Any activity with tools should be simple with emphasis on safety precautions in use of tools
	Make a board for storage of tools. It may be necessary to keep this board locked in a cabinet at night, but it should be available for circle activities. Talk with your shop teacher regarding the kind of board which will meet your own needs. Outline each tool on the board with a hook for hanging the tool over the outline.	Large piece of board Hooks Tools
	Using the board play the following Identification Games: Point to hammer and ask, "What tool is this?" "What do we do with it?" The child who answers correctly may replace the hammer.	Board with outline of each tool Actual tools
	Take all tools from the board and place on table. Ask, "What tool is this? What do we do with it?" Child who identifies correct tool, finds tool and tells its use may replace the tool on the board.	Board with outline of each tool Actual tools
	Hold up a nail and board. Ask, "What tool do we use with these?" Child who identifies proper tool may drive nail into board.	Nail, board, tools
	Drive nails into boards. Remove nails. Using screw driver, put large headed screws into board. Remove screws with screw driver. Work with knock out peg board or work bench for those students who are not able to manipulate nails and screws.	Nail, board, hammer Screws, screw driver, board Available from Creative Plaything and Judy Companies

Behavioral Objectives	Activities	Instructional Aids and Materials
	Make a "Tool Booklet." Find pictures of tools, two pages for each tool. Then look for pictures of persons using those tools. (Some students may be able to copy the name of the tool from the board.)	Tool catalog, magazine, construction paper, paste scissors, stapler or paper punch Yarn, yarn needle **Note:** Students only pay attention if they are doing something they understand and enjoy.
Developing Attention Span	Read a short story; decide how long you want them to sit quietly and select a story and discussion for this length of time. Tell flannel board stories, making your stories longer as the attention span develops. Set up a "Show and Tell Period" restricting each person to one minute or less time. At first, it may be adviseable to have two short Show and Tell periods instead of one longer one, if the students do not remain interested.	Short stories Flannel board stories Show and Tell period **Note:** Have frequent music or rhythm activities so students will not be tired of sitting before attention activities start.
	Play Guessing Games when the teacher whispers or plays records very low. (Students may or may not close eyes.) Guess what the teacher said or what record is being played.	Record, record player Teacher whispers
	Play games students especially enjoy. Increase the length of time played each week until students are able to concentrate on the game for a period of time designated by teacher.	Group games
	Work simple activity sheets with which teacher gives frequent direction. Keep repeating the activity sheet until students are able to work quietly and follow directions.	Work activity sheets Pencil, crayolas **Note:** Observe the attention span of student at the beginning of year. Set your goals for a year and increase length of activity, weekly or monthly, until you have reached your goal.
The child will be able to: solve some simple every day problems	Ask a student to sweep the floor without a broom. Note if he will ask you for a broom or if he will stand and wait for you to get one for him.	Area for sweeping **Note:** These activities are set up to make a child aware of the things he needs for work and teach him to ask or locate the materials needed to complete the job.

Behavioral Objectives	Activities	Instructional Aids and Materials
	Ask a student to wash dishes without any dishes; without a dish cloth; without detergent; without water.	Area for washing dishes
	Ask a student to dust the furniture without a dust cloth.	Area to dust without dust cloth
	Ask a student to set the table without the place setting drawn on butcher paper; without dishes; without silverware.	Area for setting table without one article needed for the task
		Note: Include any problem solving situation related to your own classroom.

Skill Area – Economic Usefulness
Level – Pre-vocational

C. A. 13.0-16.11
M.A. thru 6.11

Behavioral Objectives	Activities	Instructional Aids and Materials
Taking Responsibility for Completing Work Assignment	One-half of your day should consist of activities similar to those observed in a workshop or on other jobs visited on field trips. The best time for these activities may be at the beginning of the school day since the teacher will be stressing so many points connected with punctuality and routine. The remainder of the day can be spent with functional academics and other skill areas needed by indiviudal students. Review all skills learned in the Primary and Intermediate Economic Usefulness Skill Areas.	**Note:** A classroom for this group should include a small kitchen, shop corner equipped with simple tools and an area for functional academics. A center with at least two teachers so that students could be divided into groups according to interests and abilities would be ideai. If such a center is not available an aide should be hired to supervise some students while the teacher works with others.
The student may be able to: arrive at school (work) on time	Make a large tagboard time chart so each student can sign in each morning. If a student is late, without an excuse, circle his name with a red pencil. This chart may be set up by the week or month using days of the week or number dates according to the abilities of students, and the places they will be engaged.	See chart below

Mon.	Tues.	Wed.	Thurs.	Fri.	Days Tardy	Days Abs.	Days Pres.
Mary	Mary	Mary	Mary	Mary	0	0	5
John	John	John	John	John	0	1	4
Anna	Anna	Anna	Anna	Anna	1	0	5
Bob	Bob	Bob	Bob	Bob	3	0	5

Sex	Mon.	Tues.	Wed.	Thurs.	Fri.	TOTAL
Boys						
Girls						

	Set up a contest between the boys and girls. Count the girls who get to work on time and record it on the wall chart. Do the same with the boys. Check at end of week to determine winners. Take a field trip to a nearby workshop or business. Arrange to be there when employees arrive. Ask the manager or supervisor to discuss what happens when employees are late for work.	Field trip to sheltered workshop or business
accept discipline when he is late	Set up a mock workshop. (Teacher will act as employer.) Pretend that several students are late for work. Be very stern with them using anger and disappointment.	Mock workshop Angry employer **Note:** Students must learn to expect displeasure if they are late

Behavioral Objectives	Activities	Instructional Aids and Materials
	Invite upper grade classes to your room for little skits related to good work habits and getting to work on time. Act out the "pretend games" the upper grade students demonstrated.	Students from other grades for work demonstrations. **Note:** Stress the importance of a smile and greeting to each employee as you arrive, Mention clothing, their neat appearance, etc.
start working on arrival at school with a minimum of reminding	Train each child to check the work chart on arrival at school, find his work activity and be ready to start wo rk. The teacher should be available to answer questions and give help if students do not understand work schedules. Constant supervision will prevent poor work habits. Ring a bell when you are ready for activities to start.	Work chart Bell **Note:** Have frequent parent conferences and school visits to emphasize work routine
finish a task	Set up regular school activities which the child already understands and sometimes accomplishes. Suggested lists of tasks for home and school are included in this skill area.	**Note:** Explain to parents that student must learn to finish task if he expects to hold job.
be neat in most work activities	Simple tasks on level of each child, clean or messy activities according to the ability of the student.	**Note:** He will not learn these overnight. Work closely with parents setting up simple activities with lots of praise.
have confidence in work ability	Set up a mock workshop. Invite parents and Special Education Personnel for open house. Give each student a work activity which he can do well. Instruct him to explain the procedure to each visitor.	**Note:** For a student to have confidence in his work ability he must do something he enjoys, understands and has time to complete within the allotted time schedule. Mock workshop Visitors
Jobs and Activities The student may be able to: learn some simple work assignments	(Routine, Vocabulary and equipment will be discussed in the next section.)	**Note:** This is only a suggested list of work activities. The teacher may have many additions related to her locale.
school activities	dust furniture sweep floors mop floors empty waste baskets water plants clean and shine shoes follow pattern in simple sewing take apart irons, coffee pots, etc. try to put them together again hang up clothing keep locker clean and neat sweep or mop halls with supervision	Check with your custodian and cafeteria supervisor for additional jobs

Behavioral Objectives	Activities		Instructional Aids and Materials
	wash windows (Keep this activity very simple.)	make shoe shine box	
home activities	mop kitchen floor sweep floor run vacuum cleaner wash windows inside simple hand ironing clean up tables wash dishes dry dishes empty garbage clean cupboards and replace dishes keep closet neat and in order take clothes from dryer and fold clean bathroom clean table tops wash cars with supervision	set tables make bed prepare simple foods clean mirrors bundle newspapers do simple sewing dust furniture hang up clothes answer telephone arrange articles on shelves sort clothing according to color, to fabric clean dish washing area clean refrigerator arrange drawers take apart old home appliances and put together again	**Note:** Invite parents to school to observe students at work. Discuss routine followed at school. Stress that confidence in work and pride in a job well done will help develop a happier home atmosphere. **Note:** Parents should realize that some of these activities provide excellent opportunities for "Mother – Daughter" and "Father – Son" discussions.
lawn care	rake leaves pick up litter, twigs and branches simple watering with help remove dead limbs with help		**Note:** These are also good "Father – Son" activities.
school ground	cut weeds with supervision pick up litter and paper rake leaves sweep sidewalks, porches, and steps shovel snow from sidewalks and steps with supervision		**Note:** Make certain that your TMH room is scheduled for a "clean up the litter week" just as often as regular classes. Regular students should observe TMH students doing many jobs well.
identify most of the equipment needed to complete a work assignment	**Vocabulary Development for Oral Language** (and written language as determined by teacher)		
	Equipment needed	**Vocabulary needed in addition to names of equipment**	**Note:** Have a special place for each tool or material used in work. A large cabinet or board with each tool outlined is ideal. Names of some tools may be written over the outline and this is excellent if you are teaching the written word.
mop floor	mop bucket detergent water	measure squeeze shake wring push half-full too much pull	
sweep floor	broom dust mop dust pan	push hold sweep move furniture	

Behavioral Objectives	Equipment needed	Activities Vocabulary needed in addition to names of equipment		Instructional Aids and Materials
clean bathroom	cleaner brush cloth disinfectant	sprinkle scrub rinse	pour set dry	Have real objects whenever possible. Collect many good pictures of all tools and materials for identification and matching. Collect many pictures of actual tool being used for discussion and identification.
answer telephone	telephone pencil paper	answer write	talk plainly telephone number	
clean and shine shoes	broom brush shoe polish tongue depressor cloth or brush for shining	shine clean polish	scrape rub	Senior Citizens are often glad to come to school and demonstrate various work activities.
rake leaves	rake box trash cans	pile empty pick up	put in box place by curb	
sewing	needles - regular embroidery, yarn thread, cotton thimble scissors	sew thread needle	knot cut	Invite resource persons when it is feasible.
simple home repairs	hammer nails screwdriver thumb tacks square saw clamp pliers screws sandpaper	hit hold twist push	rub fasten tighten	Invite parents to school to observe your routine and the vocabulary you teach. Send hom desired learnings regularly.

Behavioral Objectives	Equipment needed	Activities Vocabulary needed in addition to names of equipment	Instructional Aids and Materials
wash and dry dishes	dish pan or sink detergent dish drainer dish cloth dish towel	scrape, stack, drain, put away, soak, clean, scald, dry	**Note:** Invite the director of school maintenance (both grounds and buildings) to school to watch the TMH identify and use tools and complete work activities in a designated time. Suggest that the custodian train them and be reimbursed for his work. After the TMH has learned to complete the work activity successfully a minimal wage should be paid to him while he is enrolled as a student. After he leaves school, he should be paid according to the kind of work he does.
simple ironing	ironing board iron flatwork to iron	iron, press, turn on, turn off, fold	
cut weeds	hoe rake waste can or box	cut, rake up, pick up, put in boxes	
bundle newspapers or magazines	newspapers heavy cord	stack up, place evenly, pile up, tie, fold	
sweep sidewalk	broom dustpan box or waste can	sweep, pick up, put in box, put in waste can	
take clothes from dryer	clothes dryer basket table	shake out, fold, sort, put away, put in basket	**Note:** Evaluate the students at least weekly to see if desired learnings are being developed.
water plants	plants watering can water	pour, fill, mop up spilled water	
wash windows inside	spray bottle filled with window cleaner newspapers or cloth	spray, clean, polish, scrub, dirty, spots	

Behavioral Objectives	Activities	Instructional Aids and Materials
find materials and complete a work assignment in a given period of time	These are two examples of a routine which a student may be expected to follow to complete a work assignment.	**Note:** The most important factor in work activities is a regular routine. The teacher should establish her own and follow it for best results in training TMH for future jobs. **Note:** Be sure each tool or material has a specific place so the students can easily locate it.
	Work Assignment Mop the floor (Allot a certain length of time for this job.) 1. get the mop 2. get the mop bucket 3. fill bucket one-half full of water (warm or hot) 4. measure detergent or cleaner 5. add detergent to water 6. measure disinfectant 7. add disinfectant to water 8. put mop in water and get entirely wet 9. wring out mop 10. mop a small area of floor 11. rinse out mop in bucket 12. wring out mop 13. mop another small area of floor, etc.	mop bucket water detergent disinfectant measuring cup (regular routine to follow)
	Clean and Polish Shoes (Allot a certain length of time to polish one pair or a certain period of time to clean and polish several pairs of shoes.) 1. get shoe shine kit 2. get shoes to clean and polish 3. brush remaining mud from shoes 4. wipe off dust with cloth 5. polish one shoe and set aside to dry 6. polish other shoe and set aside to dry 7. shine shoes with cloth or brush 8. put away shoes 9. put away shoe shine kit	Shoe shine kit containing shoe polish, shining brush or cloth, brush or stick for cleaning, cloth for wiping off dust **Note:** Set up rating scales to determine if student is really learning the names of tools, their use and the correct routine for each school job.
Field Trips The student should go on field trips to: see people help others	Emergency Services (Ambulance, Rescue Squad) Fire Department Police Department Doctor's Office Hospital Public Health Department Dentist's Office Animal Hospital	**Note:** Field trips are a very important part of the education and training of the TMH. They can serve as introductory materials for community service or suggestions for jobs.

Behavioral Objectives		Activities	Instructional Aids and Materials
watch many people work at many kinds of jobs	beauty shop barber shop motel hotel gas station car wash dairy laundry cafeteria restaurant drive-in	small grocery store large grocery store drug store hardware store variety store discount store clothing store shoe store Electrical appliance store (selling and servicing) disposal plant	Careful planning should be done with the managers of various businesses. This is an excellent opportunity to show employers that TMH students are well-behaved and dependable.
identify some jobs they can do	sheltered workshops Goodwill Industries (other related businesses in your community)		Some of the jobs you will want to observe are: 1. busboy 2. dishwasher 3. steamtable attendant 4. dishwashing machine operator 5. waiter 6. waitress 7. salad maker 8. sandwich maker 9. cook's helper 10. custodian 11. car wash attendant 12. yard boy (See Suggested Materials at end of skill area)
	Films Filmstrips		
Transportation Skills	Invite someone from the Bus Transportation Company to come to school and explain bus service and proper conduct while riding on a public bus. This will make the bus company aware of TMH students who will be riding the bus with and without supervision. He in turn, can alert the drivers to report undesirable behavior to the teacher.		**Note:** Arrange an evening meeting for parents and ask the manager of the bus company to explain the services they can provide for TMH youngsters and the limitations that must be set on their conduct while riding the bus.
The student may be able to: identify a specific bus stop	Take many field trips which may be reached by public bus. Some arrangements will have to be made with the school to provide some financial help in buying bus tokens. Decide on a specific field trip. Take the trip by bus and return to school. As you wait at bus stop and return to bus stop, notice buildings and other landmarks which will make it easier for students to locate it. Next day appoint a leader to take the group back to the bus stop where the bus was boarded before.		Field trip Bus schedule for all parts of city **Note:** Let your field trips include trips to areas in each child's home environment so he will be aware of bus service near his home. Teacher must always accompany children on bus trips.

Behavioral Objectives	Activities	Instructional Aids and Materials
identify the right bus for a short trip	Set up a "mock bus." Let the "bus driver" hold up a sign from the front of bus to identify the correct bus to board. If the student identified the correct sign, he "boards the bus." If not, he must wait for another turn.	Mock bus with "driver" **Note:** Check with bus company to see if they have extra bus identification cards (found on front of bus) which they will give you. If not make large tagboard ones, using all the words needed for buses the students will be riding.
pay for his fare and get transfer when necessary	Set up a mock bus. Use real money to pay bus fare. Buy bus tokens from "bus driver." Practice giving the correct change or learn what change you should receive. Go on a short bus trip and let each child pay his own fare. Go on a long bus trip where transfers are needed. Get transfers, leave bus and board another bus.	Mock bus Real money Tokens Short bus trip Long bus trip using transfer
conduct himself properly while on bus	Set up a mock bus. Practice the following behavior on the bus. 1. Wait until bus stops before trying to board it. 2. Smile and speak to driver as you pay your fare. 3. Smile and greet friends as you are finding a seat. 4. Sit on seat while bus in in motion. 5. Do not move from one seat to another. 6. Keep hands and head inside bus. 7. Keep talk and laughter low. 8. Do not talk with strangers or accept food from them. 9. Get off bus only at your regular stop. 10. Go immediately to workshop or home. Act out skits regular students presented in classroom. Give individual opportunities for students to show correct procedure for riding public bus. Invite parents to school to observe bus routine set up on "mock bus" in classroom.	Mock bus and "driver" **Note:** Ask students from regular classes to come to your room to demonstrate proper conduct on bus. Also ask them to show rude and disorderly conduct so that the "bus driver" must become angry and remove them from the bus.
signal when ready to leave bus	Set up mock bus. Tie a card between two chairs. Attache a bell to it so it will ring when the card is moved. Have leader stand in front of "bus" and hold up street signs. Practice pulling signal cord for student's bus stop.	Mock bus Cord tied between two chairs Small bell
recognize home bus stop	Set up mock bus. Arrange a chair for each student. Make paper hats for driver, men and women. Let each student board the bus when driver holds up his street sign. After all students have boarded the bus, appoint a leader to stand in front of bus and hold up street signs.	**Note:** This activity will be practiced only after students have made trips to and from their home areas under the supervision of the teacher.

Behavioral Objectives	Activities	Instructional Aids and Materials
	A student can only get off the bus when he recognizes his street sign and is able to signal for bus to stop. Invite parents to school to watch this activity. Encourage them to make bus trips with their student and observe that he can recognize the home and school bus stops.	This activity can prepare the student for independent travel by public bus. **Note**: Many parents will be concerned over their TMH child riding a bus alone. Many parents may refuse to allow their child to ride unsupervised. Invite the parents in for conferences and make frequent home calls to discuss this problem.
Independent Travel	Review Transportation Skills several times per week. Expect each child to come to school on public buses the last 8 weeks of school, when he has reached the age of 16 and will be going into a Sheltered Workshop-Activity Program. Invite parents to school to observe the following routines for Independent Travel.	**Note**: This must be a cooperative project between parents and teachers. Unobserved by student, mother may follow child to school bus stop until she feels he can travel independently. Then the teacher, unobserved by student, can follow student to workshop in her car.
The student will be able to: get to work on a public bus	Practice the following steps: 1. Get to the bus stop on time. Remind parents that a TMH student may board the first bus which comes along if he has missed his bus. 2. Look at the name on the front of the bus. 3. If it is your bus, get on and pay your fare. 4. Sit down and conduct yourself properly while on bus. 5. Signal when you are ready to leave bus.	**Note**: Notify the bus company when TMH students will be traveling alone and ask them to report any questionable behaviors.
observe safety rules in reaching place of employment	Practice the following steps: 1. Observe the traffic signals STOP, GO, WALK, DON'T WALK. 2. Never cross in the middle of the street. 3. Remember that emergency equipment always has the right of way.	Set up mock situations as needed for the various demonstrations for parents
seek help if he needs it	Solve the following problems: 1. Someone is bothering you on the bus. Tell the driver. 2. Someone is following you. Contact police, go to someone's home, knock on the door and ask them to call the police. 3. Lose bus money or token. Knock on someone's door or go in place of business and ask them to call your parents. 4. You get off at the wrong bus stop. Knock on someone's door or go in place of business and ask them to call your parents.	Mock situations as needed for demonstrations for parents **Note**: For this program to be successful teacher must: 1. make daily calls to parents reporting success and failure 2. make weekly home calls or invite

Behavioral Objectives	Activities	Instructional Aids and Materials
	5. Other problems related to your own group. Contact your State Vocational Rehabilitation office for evaluations of students who have reached the required age for placement in workshops and other facilities.	3. contact satisfied parents and ask them to talk with parents who are not sold on your program 4. be a good listener as well as an advisor

ECONOMIC USEFULNESS

Suggested Materials and Equipment

Community Playthings
Rifton, New York

Tool cabinet
Woodworking tools
Safety Play Traffic Signs (signs and bases)

R. H. Stone Products
18279 Livernois
Detroit, Michigan 48221

Playskool Village for Community Study
Set of Large Community Helpers
Life size Community Helpers
Playskool Workbench
Pounding Bench (mallet and pegs)

David C. Cook Publishing Company
Public and Private School Division
Elgin, Illinois 60120

Home and Community Helpers Pictures
My Community Pictures
Puppet Playmate Boards (community helpers)

American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota 55014

Peabody Developmental Kit, Level P

Dinuba, California Public Schools
Dinuba, California

Fern Tripp Safety Signs Folder

Mountain Bell Telephone Company
local

Tele-a-Trainer Sets
Movies and Stories

Creative Playthings
Princeton, New Jersey

Junior Handyman wood tool box
Hammer and nail design kit
Wood nuts and bolts construction set
Bolt tight set (screw driver and nuts, bolts, washers)
Miniture village with streets and buildings

New Mexico Division of American Auto Association
1516 San Pedro N.E.
Albuquerque, New Mexico 87110

Excellent posters and stories on safety

MOVIES AND FILMSTRIPS

How Machines and Tools Help Us – Coronet Instructional Films

MUSIC AND RECORDS

(See music books and records listed in Suggested Materials for Functional Academics and Self Help Skill Areas.)

Record –

Safety Can Be Fun
Summit Industries
P. O. Box 415
Highland Park, Illinois

Singing On Our Way – Scott Foresman Co.
1. The Lawn Mower Song
2. The Scissors Man

BOOKS AND ARTICLES

Cortazzo, Arnold D. *A Guide for Establishing An Activity Program for Mentally Retarded Adults* New York, New York: National Association for Retarded Children, 1963

Kakoska, Charles J. and Schmidt, Alfred "Related Classroom Chores to Outside Jobs" *Teaching Exceptional Children*, Fall 1969, pp. 27-28

Saenger, Gerhart *The Adjustment of Severely Retarded Adults in the Community*
New York, New York: Interdepartmental Health Resources Board, 1957

Tobias, Jack and Cortazzo, Arnold D. "Training Severely Retarded Adults for Greater Independence in Community Living"
The Training School Bulletin, 1963, 60 (1) 23-37

Suggested Home Jobs for Student

1. Put away toys.
2. Hang up clothing.
3. Empty waste baskets.
4. Clear dishes from table.
5. Pick up newspapers and put in waste basket.
6. Put magazines in magazine rack.
7. Put books on book shelf.
8. Put dirty clothes in hamper.
9. Do simple dusting.
10. Water plants.
11. Dry dishes, pots, and pans.
12. Wipe silverware.
13. Hang up pans by handles.
14. Empty ashtrays.
15. Put right cover on right pan and place in designated place.
16. Set the table.
17. Use small broom and dustpan.
18. Find food in grocery store by looking at pictures.
19. Put away canned foods from store.
20. Make bed.
21. Run vacuum cleaner.
22. Sweep driveway and patio.
23. Bring in wood.
24. Sort magazines according to size.
25. Fold and stack newspapers.
26. Wash windows with help.

FILMSTRIPS

Churchill Films
662 North Robertson Boulevard
Los Angeles, California 90069

Fathers Work
My Dad is a Carpenter
My Dad is a Moving Man

My Dad Works in a Shoe Store
My Dad Works in a Factory
My Dad Works in a Supermarket
My Dad Works in a Service Station

Mothers Work Too

My Mother is a Waitress
My Mother is a Dental Assistant
My Mother Works in a Bank
My Mother Works in an Office
My Mother Works in a Drug Store
My Mother Works at Home

FILMSTRIPS AND RECORDS

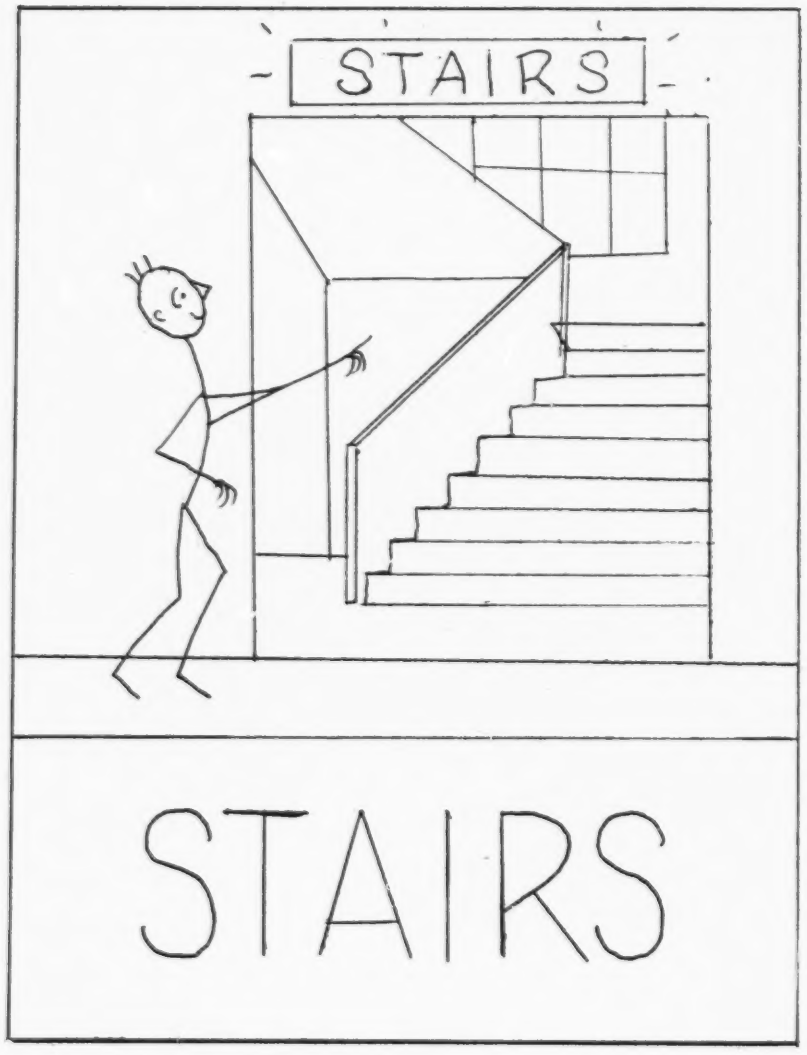
Avid Corporation
Instructional Systems Division
10 Tripps Lane
East Providence, Rhode Island 02914

Occupational Job Attitudes (especially for Mentally Retarded)

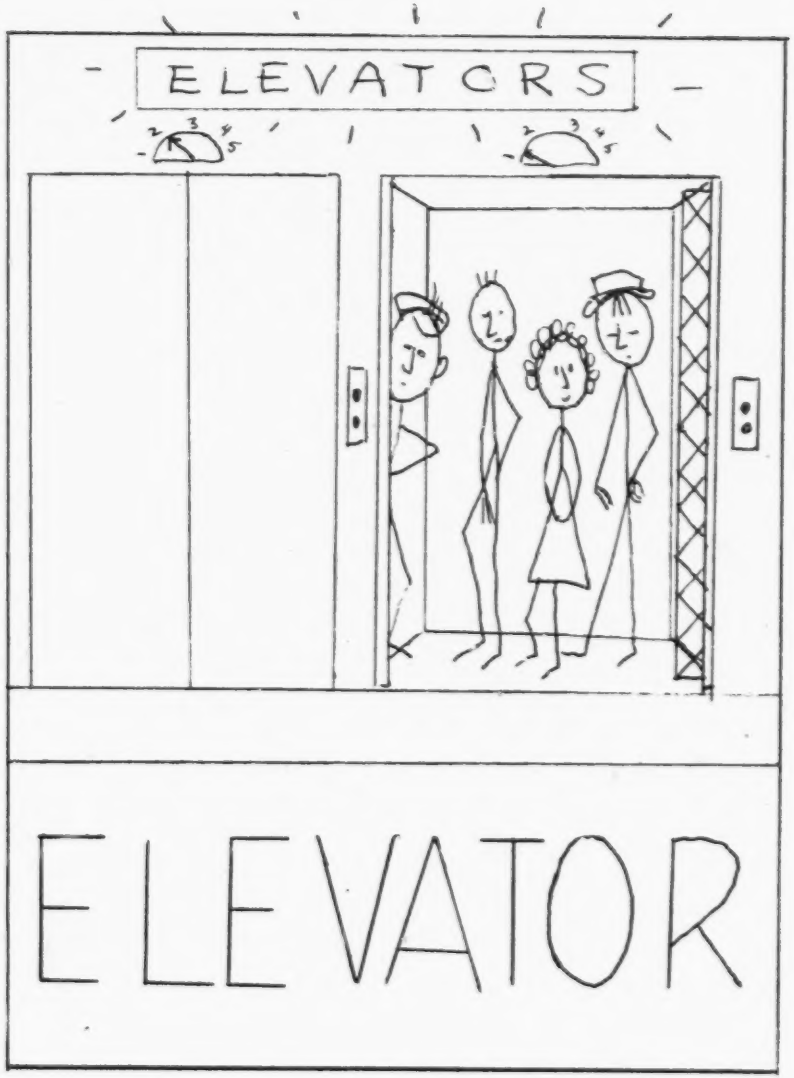
WORDS FOR DAILY LIVING

The words illustrated on the following pages are those that appear to be most needed by the TMH person as he or she begins to participate in community life at the Prevocational and Vocational Preparatory levels. These drawings may be mounted on tagboard and laminated for classroom use. They may be mounted and made into Language Master cards for additional drill by the student himself. Teachers will think of many different ways to use these cards.

One teacher of prevocational TMH students has made a wallet-sized picture dictionary using drawings and words so the student has a guide with him at all times.

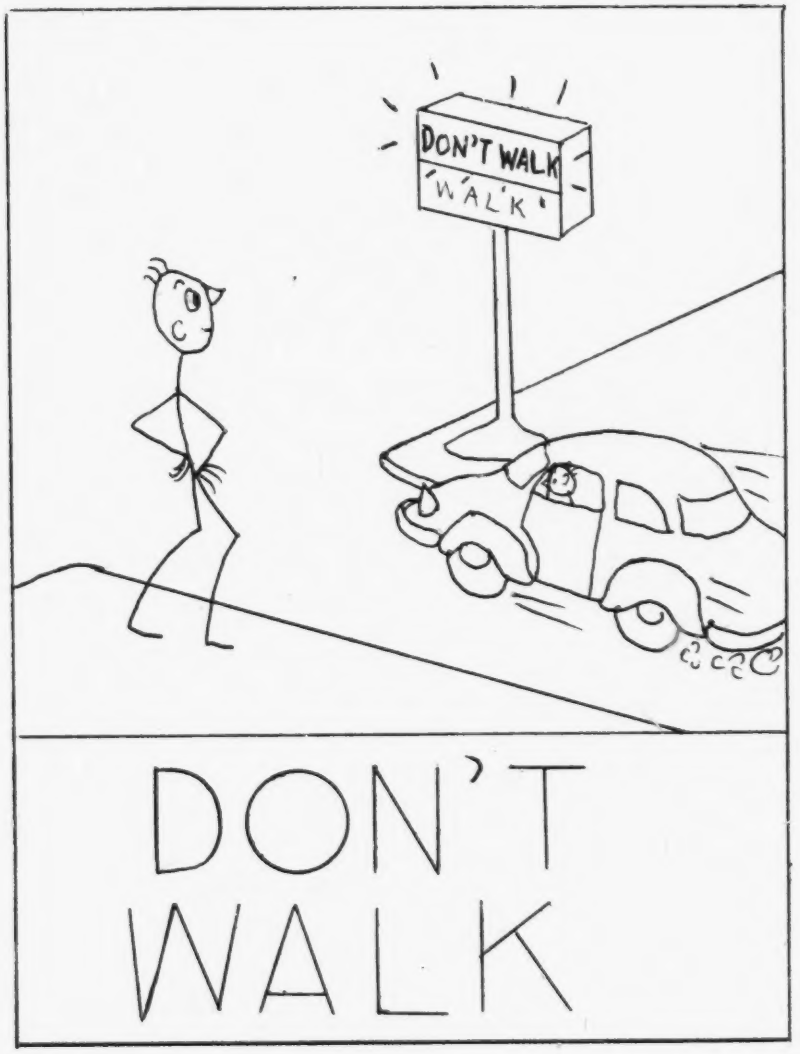


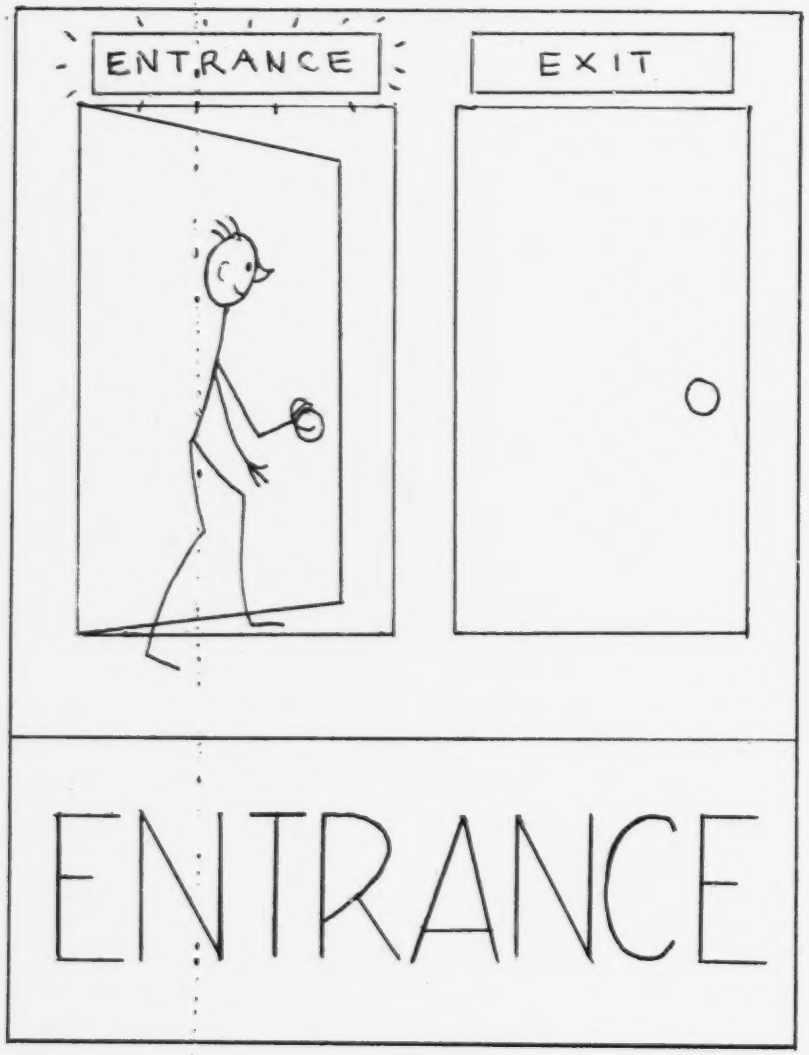
STAIRS

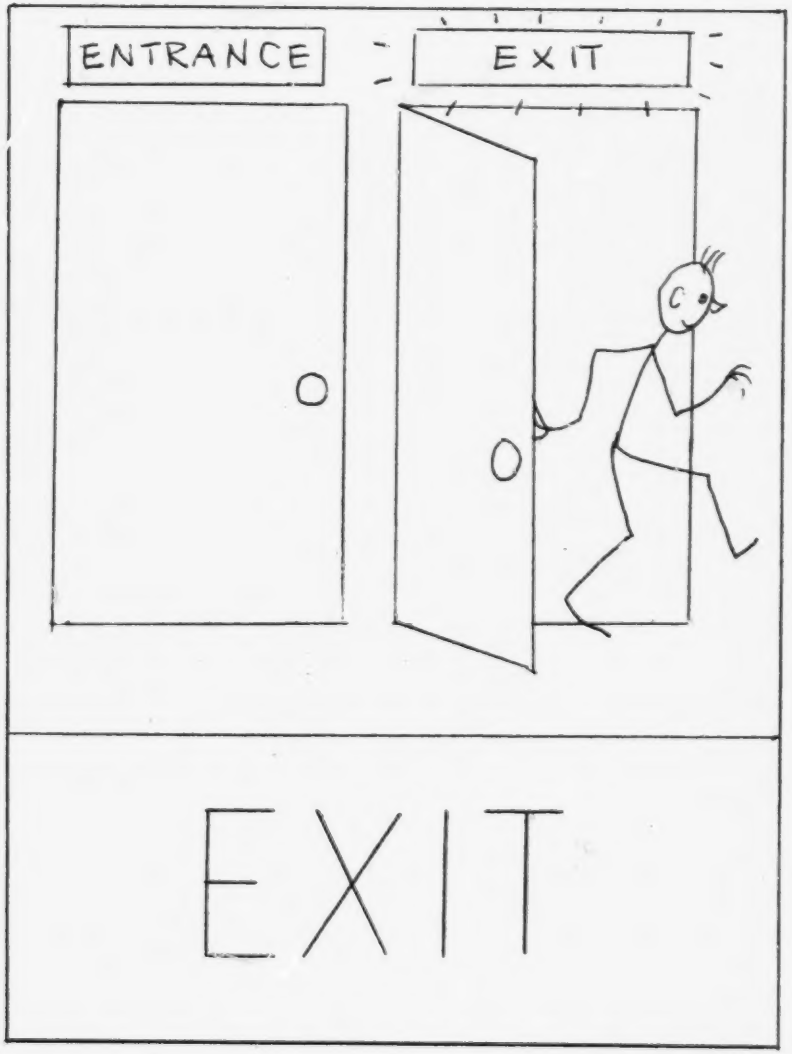


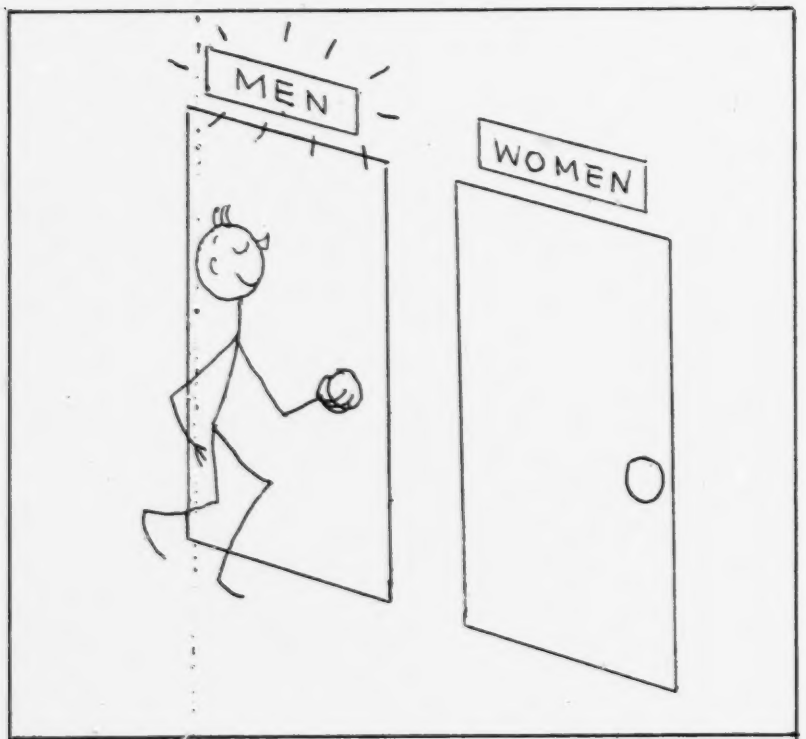
ELEVATOR

DON'T WALK
WALK
WALK

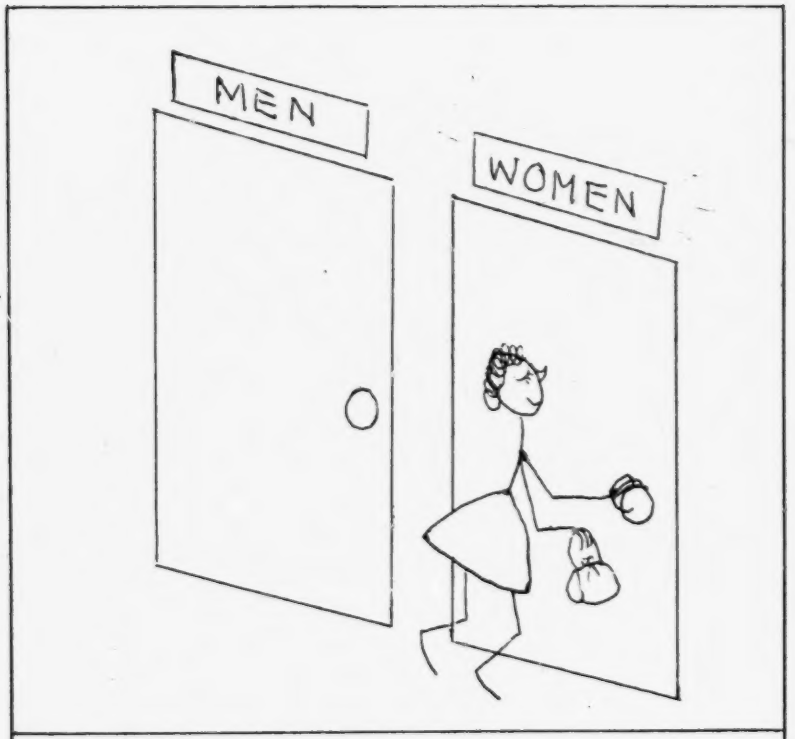

DON'T WALK
WALK
DON'T
WALK


ENTRANCE
EXIT
ENTRANCE

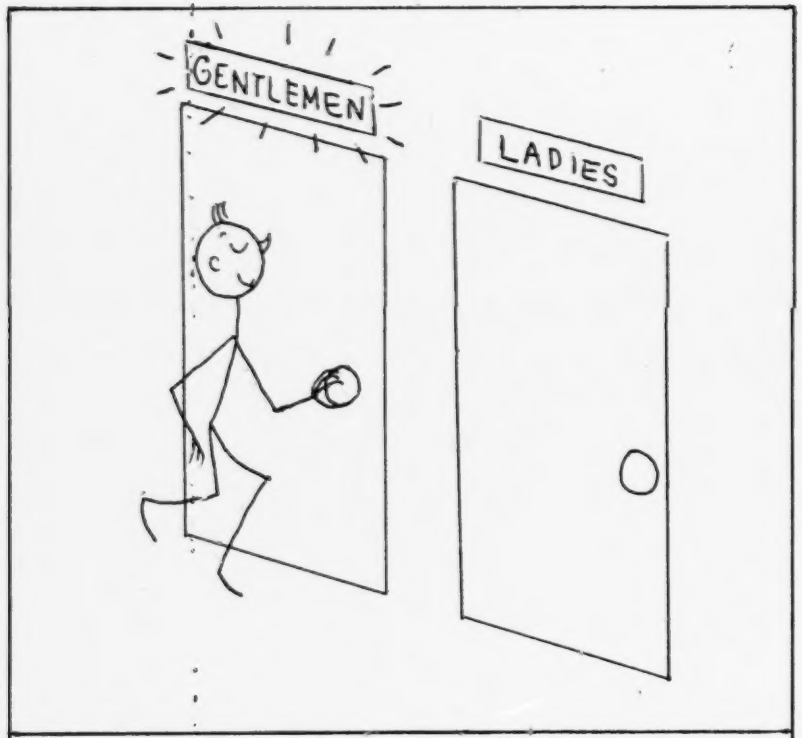

ENTRANCE
EXIT
EXIT



MEN

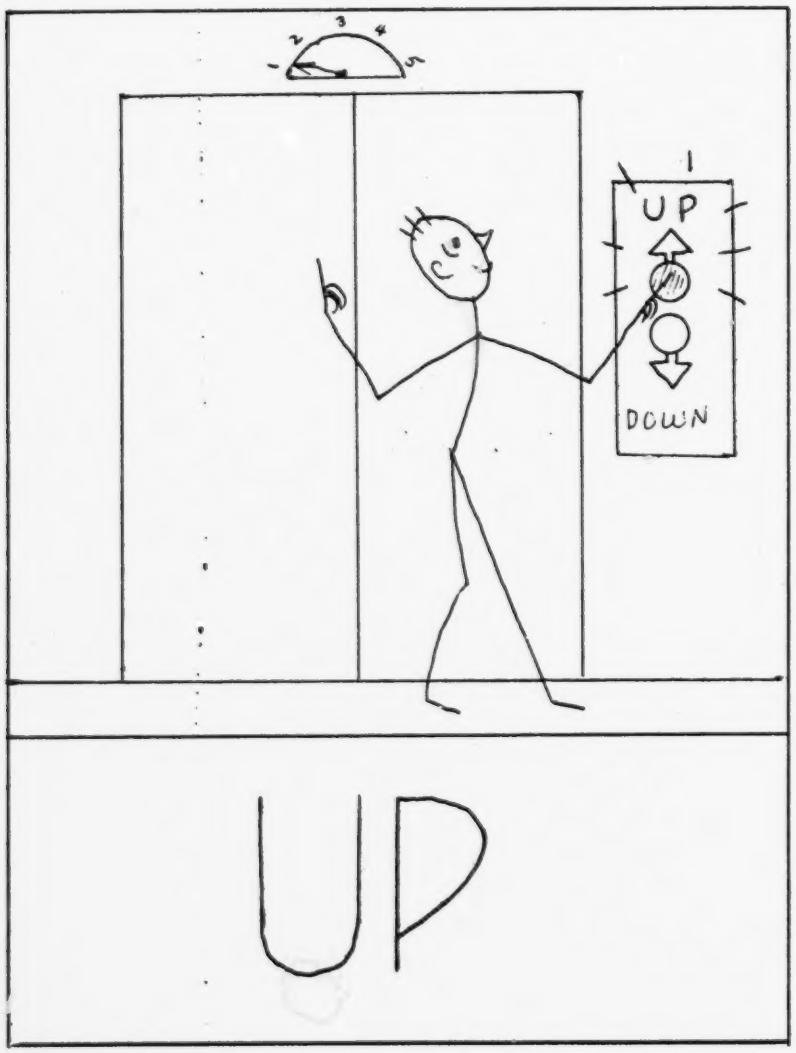


WOMEN

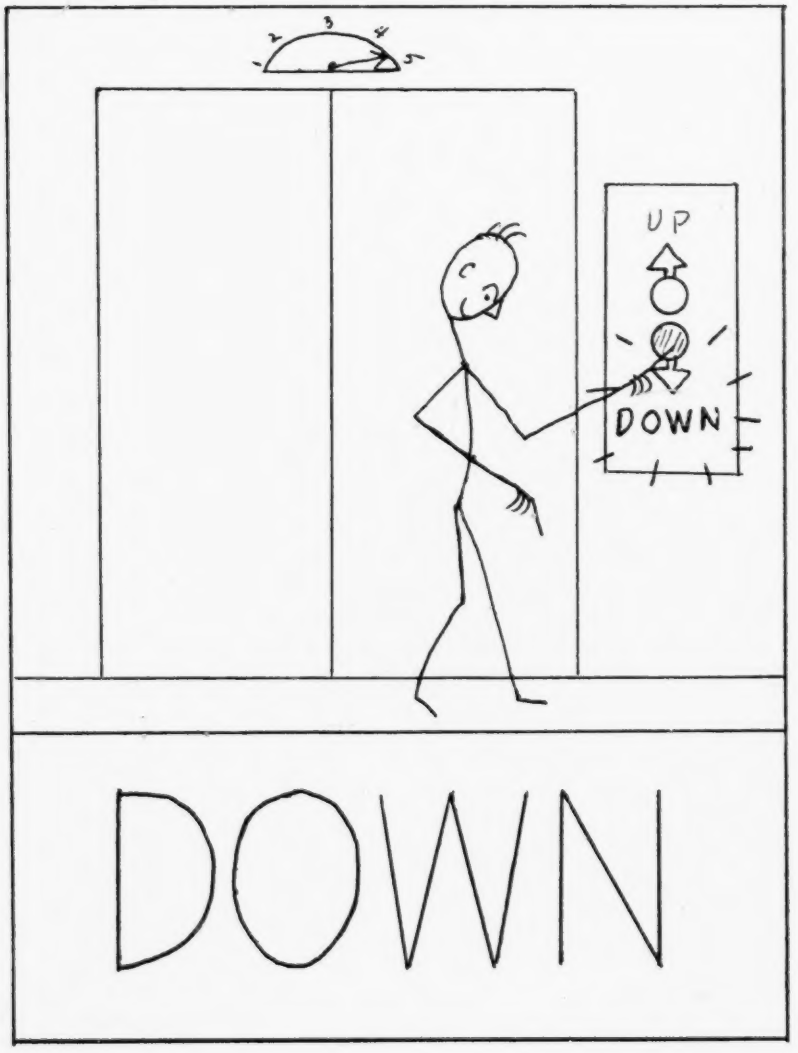


GENTLEMEN

LADIES

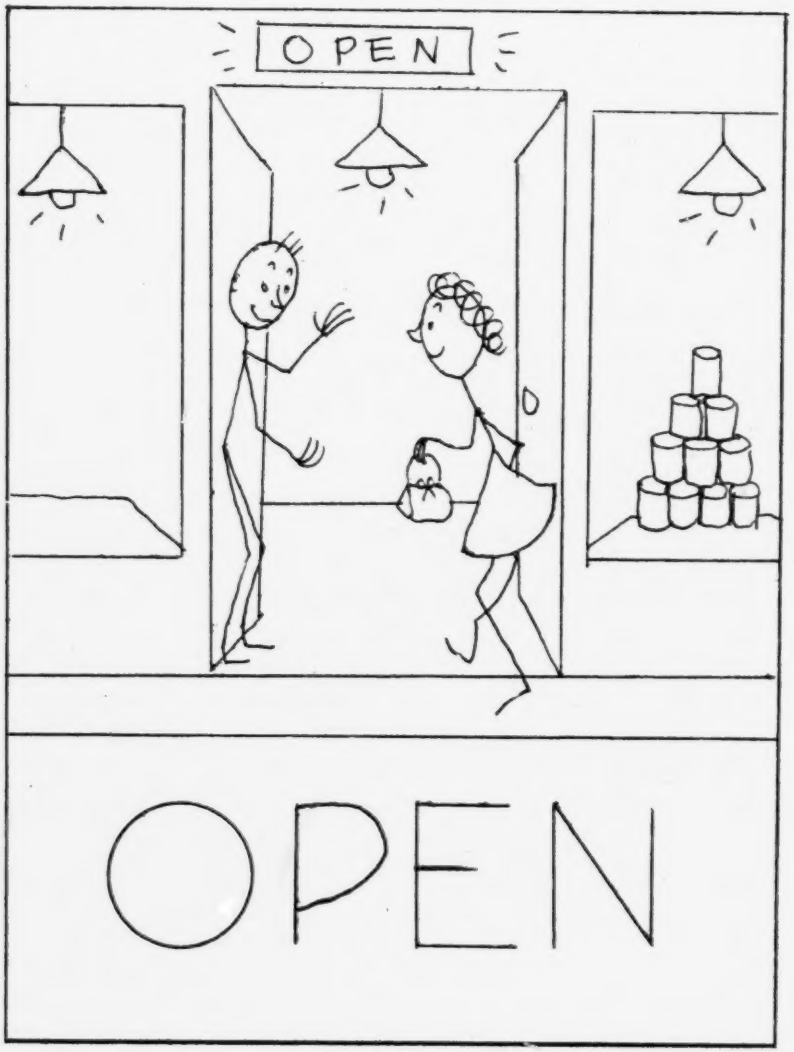


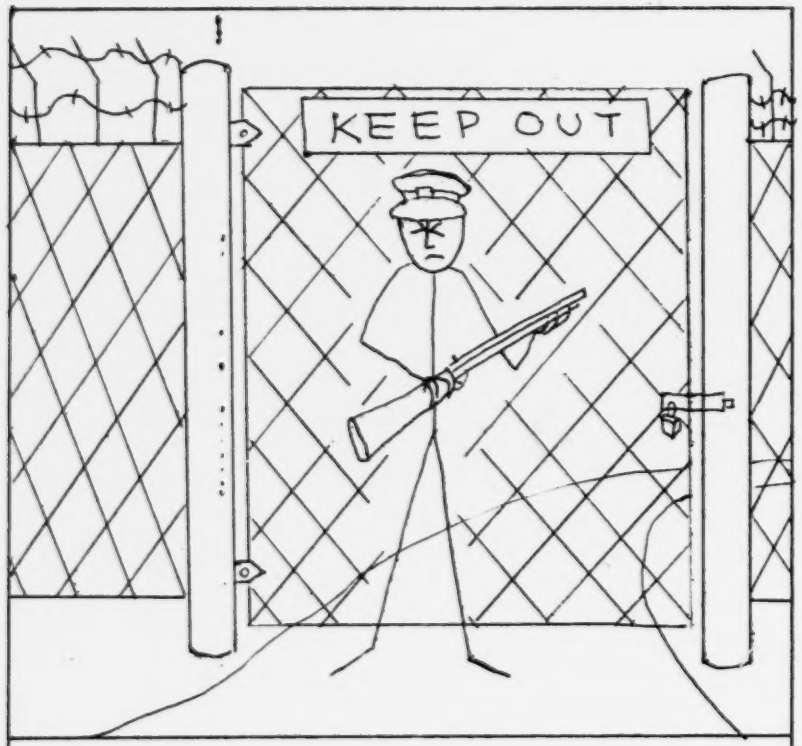
UP



DOWN

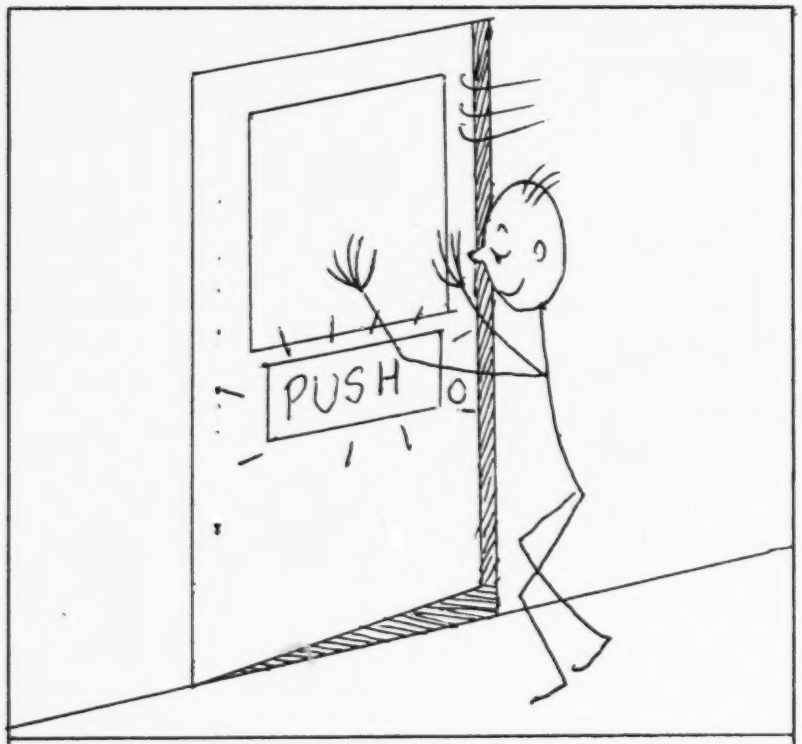
CLOSED
CLOSED


OPEN
OPEN

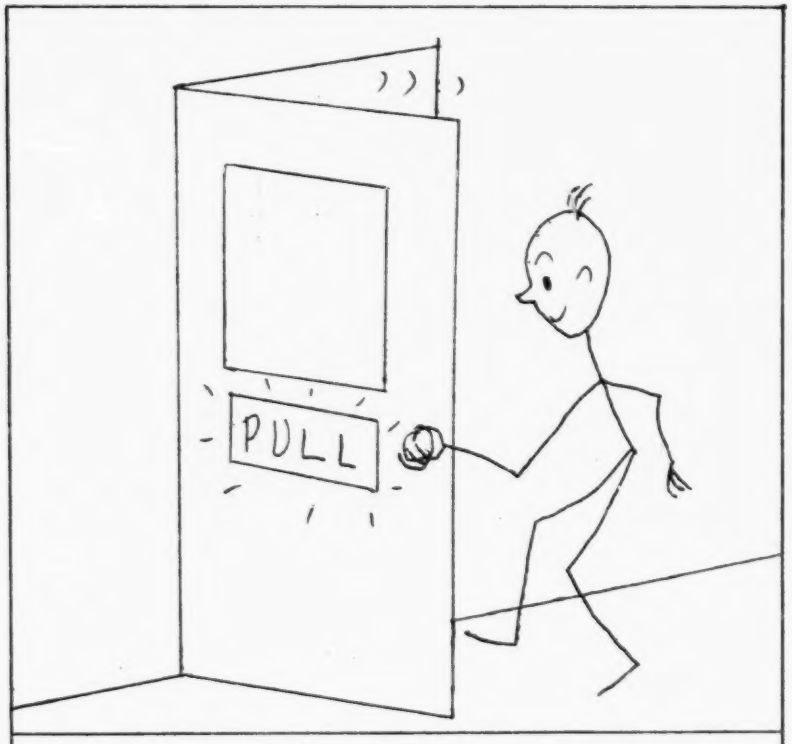


KEEP OUT

NO
TRESPASSING

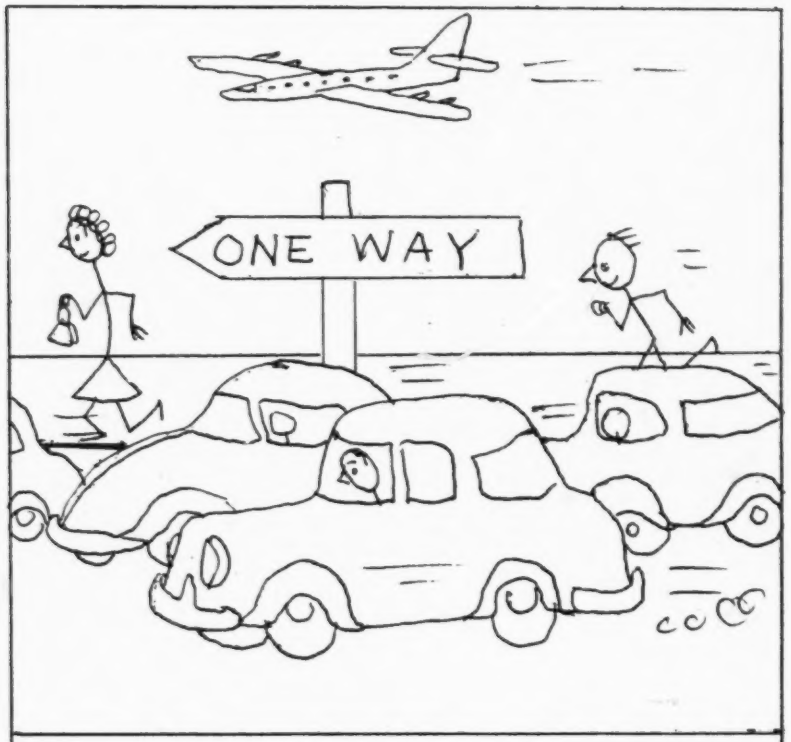


PUSH

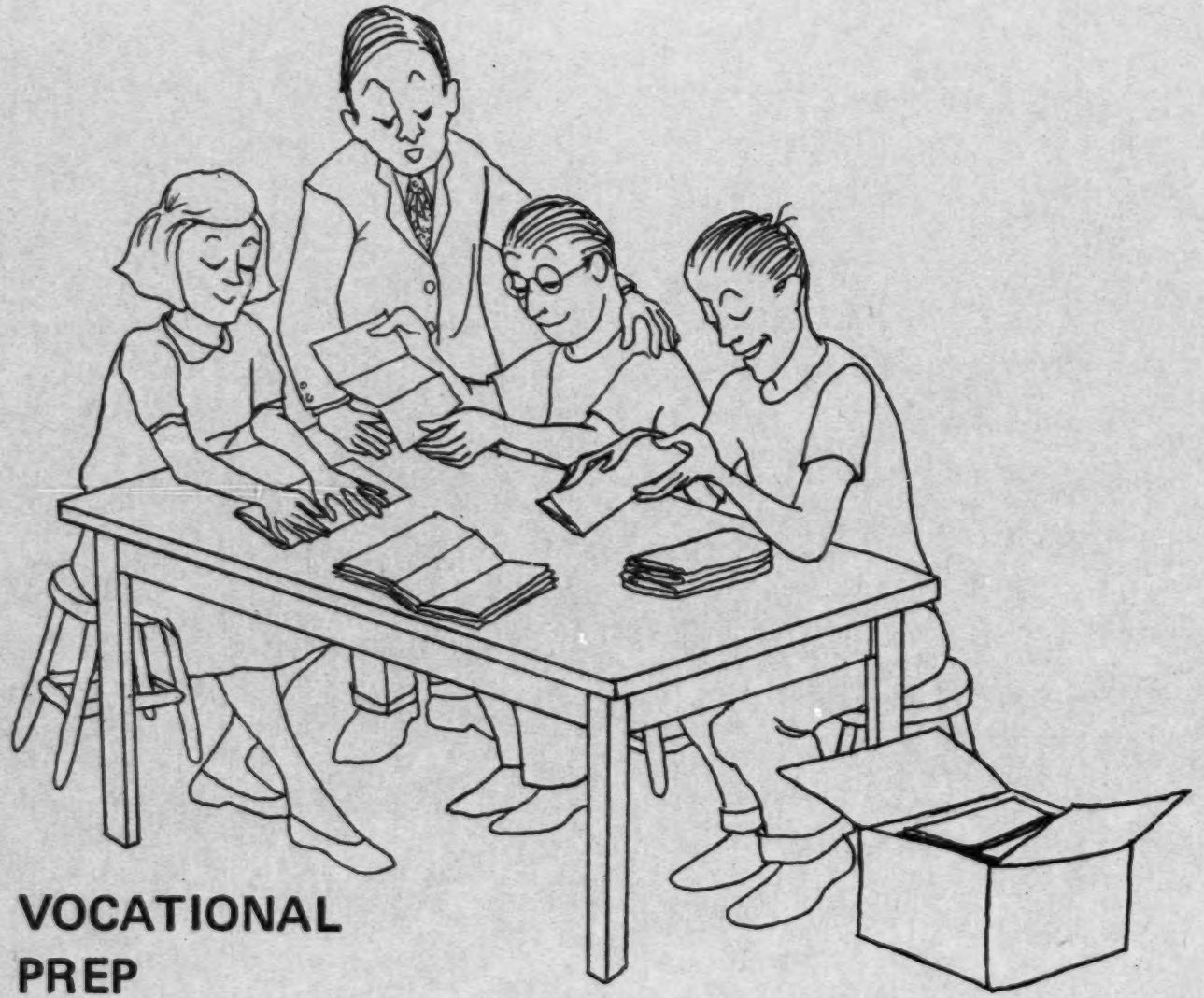


PULL

DANGER



ONE WAY



VOCATIONAL PREP

VOCATIONAL PREP

At the Vocational Prep level, all students should be tested and screened by the Vocational Rehabilitation Service. Test results should be reviewed by the students' pre-vocational teachers and by the vocational rehabilitation counselor. Those students not ready for work in the Sheltered Workshop should continue with job training and a school program (see Schedule I). Other students who appear ready to sustain a six to eight hour work day in the Sheltered Workshop should be placed on a job there (see Schedule II). Those students who are unable to do either of the above should be assigned to the Activity Center (see Schedule III).

The public school system bears the major responsibility for training the TMH student through age 21 after which time other community agencies must take on the responsibility of maintaining the TMH program. Through the combined efforts of the public schools and other community agencies a Training Center combining Sheltered Workshop and Activity Center may be established.

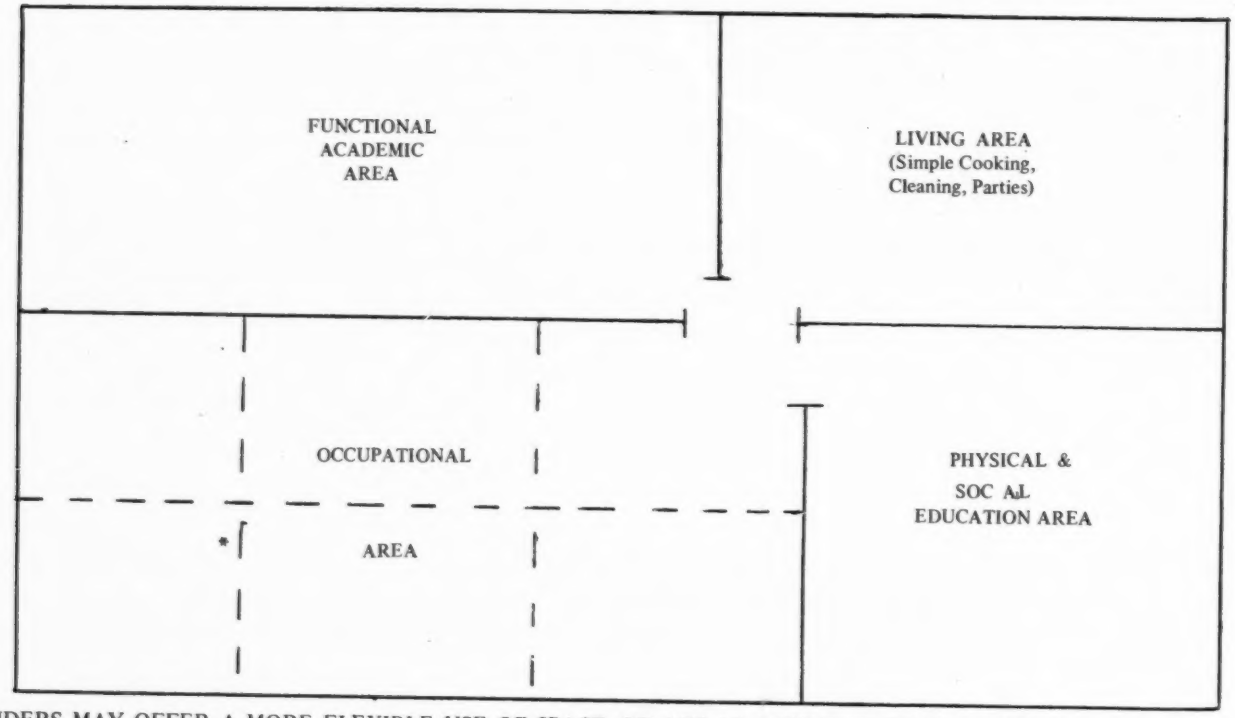
Area – All Skills **C. A. 17.0 to 21.0**
Level – Vocational Prep **M. A. through 8.0**

On the following pages two models of training and work facilities are shown. One is for the small community, making use of existing high school rooms which could be remodelled and used as a training center. One is for larger communities; it offers boarding facilities and is planned to accommodate post school workers as well as those for whom the public schools are still responsible.

Some students will be limited to participation in the activities program. For these students, part of the day should be spent in continuation of the program as it was set up on a pre-vocational level. This participation should continue until the vocational rehabilitation counselor and the teacher are sure that this student will be unable to participate in a workshop. Provision should then be made for him/her to enroll in the activity program on a full time basis and live at home or board at the school, whichever is most appropriate.

The students who appear able to benefit from a work training program will be placed in the work training facility for half a day. During the other half day they will partake in a program of functional academics and social and recreational skills. Individual evaluation during the work training program will determine how long the student will remain with this procedure.

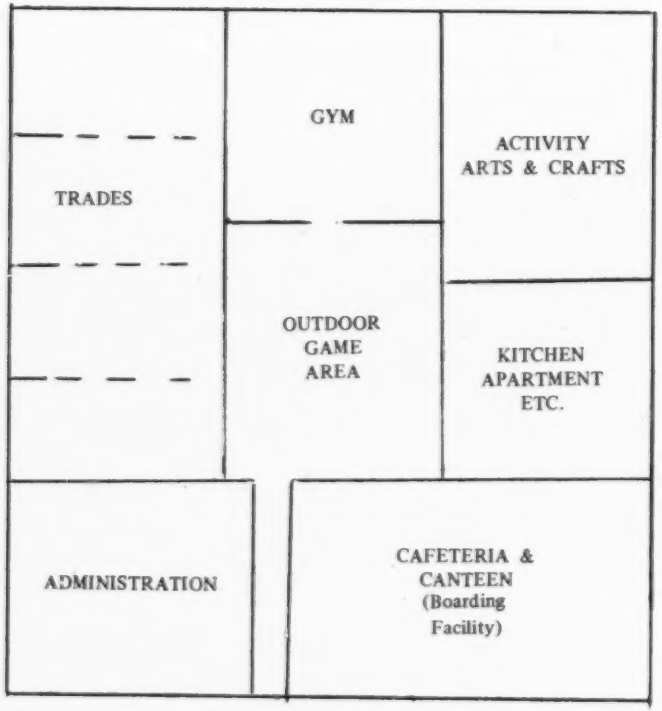
TRAINING CENTER, SHELTERED WORKSHOP & ACTIVITY CENTER
SMALL TOWN FACILITY
REMODLING OF EXISTING SCHOOL FACILITIES FOR DAY USE
(WOULD REQUIRE AT LEAST THE EQUIVALENT OF 4 CLASSROOMS)



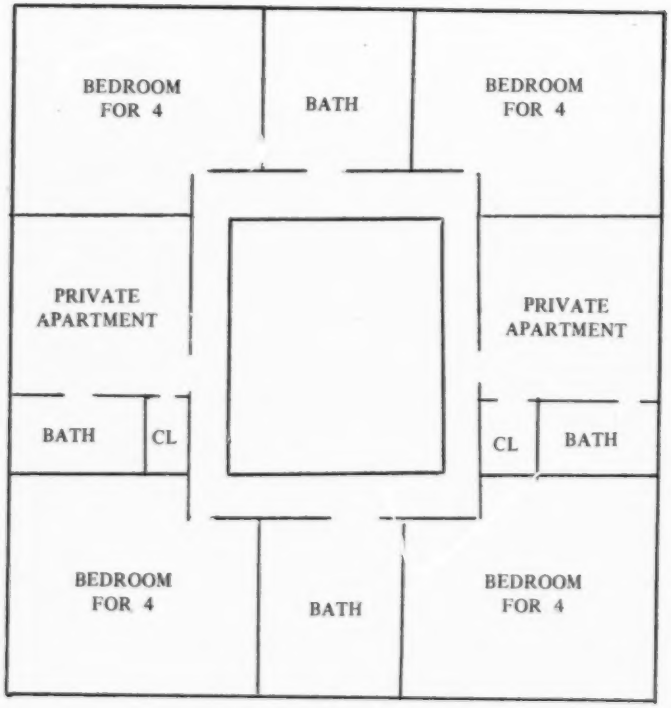
* DIVIDERS MAY OFFER A MORE FLEXIBLE USE OF SPACE, OR ACT AS A SUBSTITUTE IF 4 SEPARATE CLASSROOMS ARE NOT AVAILABLE.

SUGGESTED STAFF:
- FUNCTIONAL ACADEMICS TEACHER
- SHOP "
- PHYSICAL EDUCATION "
- HOME ECONOMICS "
- PLUS AIDES AND STUDENT AIDES.

TRAINING CENTER SHELTERED WORKSHOP & ACTIVITY CENTER
LARGE CITY FACILITY
WITH BOARDING ACCOMODATIONS



1st FLOOR



2nd FLOOR (Or more)

ADDITIONAL FACILITIES MIGHT INCLUDE GARDEN AREA, HYDROPONIC GREENHOUSE, CHICKEN HOUSE, ETC.

THIS MAY BE A 2 OR 3 STORY BUILDING, OR OTHER LIVING QUARTERS MAY BE LOCATED NEARBY.

PROGRAM FOR SHELTERED WORKSHOP AND ACTIVITY CENTER

SCHEDULE I

For students learning vocational skills and continuing development in other skill areas.

SCHEDULE II

For workers who can assume responsibility for a 6 to 8 hour work day.

SCHEDULE III

For those unable to work but able to participate in activities.

SCHEDULE I

9:00 – 12:00	A. M. Program
12:00 – 1:00	Lunch
1:00 – 5:00	P. M. Program
9:00 – 9:15	Opening – discussion of plans for day
9:15 – 10:30	Functional Academics Reading and oral language development – related to jobs, following directions, etc. Arithmetic – making change and other skills
10:30 – 10:45	Break
10:45 – 11:30	Perceptual motor skills
11:30 – 12:00	Social, self help skills Grooming Preparation for lunch, wash up, etc.
12:00 – 1:00	Lunch Recreation
1:00 – 1:15	Sign in or punch in at workshop Discuss work assignment

SCHEDULE I (CONT'D)

1:15 – 3:00	Work assignment under supervision Shoe shining Dishwashing Laundry – washing, ironing Cleaning Nursery, yard work Stuffing, sorting or other activities
3:00 – 3:15	Break Some may leave at this time if can't sustain full afternoon's work – to activity center or home
3:15 – 5:00	Continue same work assignment or be reassigned If student is living at facility, supper would be served.
5:00 – 6:30	Later in the evening, planned recreation, TV, or other activity would be provided.

SCHEDULE II

9:00	Punch in or sign in Get job assignment
9:15 – 10:30	Work
10:30 – 10:45	Break
10:45 – 12:00	Work
12:00 – 1:00	Lunch
1:00 – 3:00	Work (those assigned 6 hours, sign out and go to Activity Center)
3:00 – 3:15	Break
3:15 – 5:00	Work

JOBS IN SHELTERED WORKSHOP AND BOARDING HOME FOR SCHEDULE II[1]

Boarding Home Kitchen

Set table
Remove dishes from table
Clean and scrub tables
Prepare dishes for dish washer
Operate dish washer
Stack and put away dishes
Stack trays
Sort silverware
Clean silverware
Wash and put away cooking utensils
Sort canned foods by picture

Boarding Home Housework

Make beds
Sweep floors
Run vacuum cleaner
Dust furniture
Wash windows
Mop floors
Wash woodwork
Clean cabinets

Boarding Home Miscellany

Shine shoes
Manicure nails
Shampoo and set hair
Wash cars
Child care
Help students dress

Sheltered Workshop Jobs

Contract jobs which require:

Stacking	Packaging
Sorting	Folding
Stapling	Collating
Matching	Assembling kits

Boarding Home Laundry

Sort clothes by color
Sort clothes by type
Load carts for washing machine
Load washing machine
Operate washing machine
Unload washer into dryer
Operate dryer
Fold linens
Iron flat pieces
Put away linens
Mend clothes

Boarding House Custodial

Sweep floors
Scrub floors
Mop floors
Wax floors
Sweep porches and patios
Empty waste baskets
Empty garbage cans
Clean bathrooms

Boarding House and Sheltered Workshop Yard and Nursery

Rake leaves
Pick up trash
Shovel snow from walks
Rake lawn
Fertilize lawn and shrubs
Mow lawn with hand mower
Water lawn
Water flowers, shrubs, trees
Maintain small garden
Help with greenhouse work

---

1 See Pre-Vocational Level Economic Usefulness Skill Area

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

(2)

CODE:
0 – Never or rarely
1 – Sometimes or occasionally .
2 – Usually or often
3 – Almost always or always
4 – To be used when item does not apply or the evaluator is unable to determine

Name _____

Evaluator _____

Date of Evaluation _____

ITEM	ACTIVITY	0	1	2	3	4	REMARKS
Holding	16. To hold (a) solid objects						
	(b) containers of fluid with ease and maintaining balance						
	(c) containers of fluid with endurance						
	(d) without movement						
Coordinated Movement	17. Rhythmic coordinated movement						
	A. Body Movements						
	a. repetitious bending, i.e., stacking on floor						
	b. repetitious squatting, i.e., lifting from floor						
	c. repetitious swaying, i.e., sawing or sweeping						
	d. repetitious shifting of weight, i.e., digging with shovel						
	B. Leg Movements						
	a. alternating up and down, i.e., treadle sewing machine; electrical foot controls, etc.						
	b. controlled applied pressure, i.e., electrical knee controls, etc.						
	C. Arm Movements						
	a. with controlled force, i.e., feeding into sewing machine, electrical saw						
	b. with wide range (a) vertical						
	(b) horizontal						
	D. Hand and Finger Movement						
	a. gross movement, i.e., polishing, painting large objects, packaging, etc.						
	b. fine movement, i.e., typing, braiding, sorting, sewing, etc.						

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

(3)

CODE:
0 – Never or rarely
1 – Sometimes or occasionally
2 – Usually or often
3 – Almost always or always
4 – To be used when item does not apply or the evaluator is unable to determine

Name_____

Evaluator_____

Date of Evaluation_____

ITEM		ACTIVITY	0	1	2	3	4	REMARKS
Identification	18.	A. Identifying major tools:						
		a. hammers, pliers, saws, etc.						
		B. Identifying various fastenings:						
		a. household, i.e., door knobs, faucets, light switches, etc.						
		b. garments, i.e., zippers, buttons, laces, etc.						
Basic Skills	19.	Basic Skills: (a) reading						
		(b) arithmetic						
		(c) spelling						
		(d) can identify common signs						
		(e) can tell time						
		(f) can make change						
		(g) can take measurements						
Personal Traits	20.	Traits: (a) physical						
		(b) attention span						
		(c) appropriate dress and grooming						
		(d) cleanliness						
		(e) punctuality						
		(f) persistence						
		(g) initiative						
		(h) following instructions – oral						
		– written						
		(i) alertness						
		(j) dependability						
		(k) judgment						
		(l) ambition						
		(m) resourcefulness						
		(n) honesty: voluntarily admitting error						
		respecting property						
		(o) emotional stability						
		(p) independence						

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

(4)

CODE:
0 – Never or rarely
1 – Sometimes or occasionally
2 – Usually or often
3 – Almost always or always
4 – To be used when item does not apply or the evaluator is unable to determine

Name _____

Evaluator _____

Date of Evaluation _____

ITEM	ACTIVITY	0	1	2	3	4	REMARKS
	21. (a) Speech						
	(b) Telephone						
Desk	22. (a) Drawing straight line with pencil using a ruler						
	(b) Cutting along line with scissors						
	(c) Opening envelope, removing and unfolding paper						
	(d) Folding new paper, placing in envelope and sealing envelope						
	(e) Writing or printing						
	(f) Erasing penciled writing						
	(g) Turning 5 pages of a book						
Eating	23. (a) Drinking from glass						
	(b) Drinking from cup with handle						
	(c) Spoon to mouth with food						
	(d) Fork to mouth with food						
	(e) Cutting meat						
	(f) Spreading butter on bread						
Dressing, Undressing, Appliances	24. (a) Undressing completely						
	(b) Undressing, help on fastenings						
	(c) Dressing completely						
	(d) Dressing, help on fastenings						
	(e) Handling accessory appliances – glasses						
	– hearing aid						
	– braces, etc.						
Grooming, Bathing	25. Shaving or applying cosmetics – boys						
	– girls						
	26. Washing Body						
	27. Brushing Teeth						
	28. Combing Hair – boys						
	– girls						

7 _____

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

(5)

CODE:
0 – Never or rarely
1 – Sometimes or occasionally
2 – Usually or often
3 – Almost always or always
4 – To be used when item does not apply or the evaluator is unable to determine

Name _____

Evaluator _____

Date of Evaluation _____

ITEM	ACTIVITY	0	1	2	3	4	REMARKS
Bathroom	29. (a) Into bathtub						
	(b) Out of bathtub, shower						
	(c) On toilet and adjusting clothes						
	(d) Cleansing						
	(e) Off toilet, adjusting clothes						
	(f) Washing hands						
Transportation	30. Can use public transportation to and from work – (a) paying fare						
	(b) knowing stops						
	(c) transfers						

STOCKTON UNIFIED SCHOOL DISTRICT

Pupil Personnel Services Department

Special Education Office

EVALUATION FORM FOR USE OF TRAINING CENTER SUPERVISOR

Evaluation of_____

Date of Evaluation_____

Types of Work Evaluated

1. _____
2. _____
3. _____
4. _____

	Excellent	Good	Adequate	Poor	Unacceptable	REMARKS
Motivation – Initiative						
Attitudes						
Accepts Supervision						
Cooperation With Other Clients						
Work Tolerance						
Aptitudes						
Emotional Tolerance						
Work Habits						
Tool Usage						
Operation of Equipment						
Quality of Work						
Quantity of Work						
Attendance						
Punctuality						
Attentiveness						
Safety Procedures						
Honesty Concerning Errors						
Comprehension of New Learning Situations						

_____

Workshop Supervisor

SAMPLE TIME CARD

This a sample of the punch card used at the Training Center – Sheltered Workshop. It is used to determine the hours worked, pay due, benefits and deductions, etc. The pupil uses this time card in conjunction with the time clock and needs instruction on how to use it. The date is recorded by the secretary.

Pay Period Ending

No.

Name_____

Reg. Hrs._____ Rate_____ Total_____

Extra Hrs._____ Rate_____ Total_____

F.I.C.A._____ St. Un. Comp._____ Total_____

Fed. W.T._____ St. Dis. Ben._____ Total_____

Insurance_____ Dues_____

City/St. W.T._____ Bonds_____

_____ _____ _____ _____

Net Wages_____

In	Out	In	Out	In	Out

Payment Received in Full

Signed_____

SCHEDULE III

9:00 – 9:15	Opening exercises
9:15 – 10:30	Choice of activities Arts and crafts Gardening Clean up
10:30 – 11:30	Recreational P.E. Project activities
11:30 – 12:00	Washing – preparation for cafeteria
12:00 – 1:00	Lunch
1:00 – 3:00	Choice of activities under supervision Music Arts and crafts Bowling Swimming
3:00 – 3:15	Break – some may leave at this time.
3:15 – 5:00	Help with supper activities Cafeteria help Supper Evening activities may include TV, square dancing, planned activities.

SUGGESTED MATERIALS AND EQUIPMENT FOR SCHEDULE III

Gymnasium

bleachers
locker rooms
showers
(See Suggested Materials for Games at end of Perceptual Motor Skills Area.)

Activity Center

movie projector and screen
individual filmstrip viewer
filmstrip projector
record player and records
television set
arts and crafts materials as needed
quiet games (See Suggested Materials at end of Perceptual Motor Skills Area.)

BIBLIOGRAPHY FOR VOCATIONAL PREP

Button, William H. *Wage Levels in Sheltered Employment.*
Ithaca, New York: State University of New York, 1967

DiMichael, Salvatore *New Vocational Pathways for the Mentally Retarded.*
Washington, D. C.: American Personnel and Guidance Association, 1966

Frankel, Max G. et. al. *Functional Teaching of the Mentally Retarded.*
Springfield, Illinois: Charles C. Thomas, 1966

Freeland, Kenneth H. *High School Work Study Program for the Retarded.*
Springfield, Illinois: Charles C. Thomas, 1969

Jacobs, Abraham *The Sheltered Workshop.*
New York, New York: New York Association for Retarded Children, 1962

Katz, Elias *An Independent Living Rehabilitation Program for Seriously Handicapped Mentally Retarded Adults.*
San Francisco, California: San Francisco Aid to Retarded Children, 1965

Kimberly, John R. *The Financial Structure of Sheltered Workshops.*
Ithaca, New York: State University of New York, 1968

Kimberly, John R. *Professional Staffing in Sheltered Workshops.*
Ithaca, New York: State University of New York, 1967

_____ *The Occupational Success of the Retarded: Critical Factors, Predictive Tests and Remedial Techniques.*
Denver, Colorado: Laradon Hall, 1966

Rosenzweig, L. E. and Long, Julia *Understanding and Teaching the Dependent Retarded Child.*
Darien, Conn.: Teachers Publishing Corp., 1968

Santa Cruz County Superintendent of Schools
Policy and Procedure for a Vocational Education Work Study Program for Severely Mentally Retarded Pupils.
Santa Cruz, California, 1966

"Sheltered Workshop Report of the Secretary of Labor"
Washington, D. C.: U. S. Department of Labor Report, Wage and Hour and Public Contracts Divisions, 1967

Stubbins, Joseph et. al. *Workshops for the Handicapped: An annotated bibliography.*
Los Angeles, California: California State College, 1965

APPENDIX

PROCEDURE FOR INTEGRATING SPECIAL EDUCATION INTO REGULAR SCHOOL PROGRAM

During the In-Service meeting at the beginning of school, the Special Education teacher should speak to the faculty concerning the Special Education Program and the services it provides. At the same time, she should discuss problems which will be encountered and make suggestions regarding their solution. A film showing common types of Mental Retardation may be shown to acquaint the teachers with the types of children they may expect to see. It is advisable for the Special Education teacher to make some of her professional books available so that faculty members may be better prepared to answer questions asked by students and their parents. Make arrangements to visit each classroom during the first two weeks of school.

Students in the first two grades will enjoy having the teacher and the younger Special Education class visit their room. These school children will enjoy talking with the Special Education students. Arrange for the younger students to visit your classroom, see that it looks like theirs, and become familiar with it as part of the school. Plan a special program for the visitors.

It is wise to make the initial visit to the intermediate rooms without Special Education students. Before the Special Education teacher goes to a classroom, she should ask the class teacher to read *Our Jimmy* to her students. (See Suggested Materials at end of Functional Academics Skill Area.) Take along a copy of *Hello, Know Who I Am?* to read to the students or show a short film on Mental Retardation. Give the students an opportunity to ask questions regarding the mentally handicapped. Answer each question honestly and very simply.

Make plans for the Special Education students to eat in the school cafeteria with the rest of the students. See that they are included in all school activities and arrange for them to be on the school grounds during recess as much as possible. Hold open house several times during the year and put on special programs or do special activities for the students and their parents. Before the school year is over the Special Education students will be called by name and accepted by most people in the school and community.

Pearl E. Thompson

"THE EFFECT OF GROUP SPEECH THERAPY ON THE BODY IMAGE OF MENTALLY RETARDED CHILDREN"[1]

by Patricia M. Mershon, Ph.D.
Speech and Language Specialist
Mental Development Center
University of New Mexico

LESSON I

PURPOSE: Encouragement of physical movement, loss of self-consciousness by the children and group cooperation.

MATERIALS: Flannelboard and pieces of flannel cut out as a head with removable parts-eyes, nose, mouth, ears, eye brows and hair.

MUSIC: Songs: "Head, Shoulders, Knees and Toes" (See Appendix).

METHOD: The hair and eye brows were placed by the therapist to aid the children in placing the above-mentioned parts. The children were then encouraged to place the face-parts in the appropriate section of the face and indicate the location of the part on their own, or their neighbor's face.

NOTE TO TEACHER: When used as a Unit, review can take place during the day for emphasis.

Reference to the concept being taught can be made in other areas, i.e., have one of the children point out body parts on a picture in a storybook that is being read.

LESSON II

PURPOSE: See lesson I.

MATERIALS: See lesson I, and a large animal figure (as a stuffed teddy bear).

MUSIC: Songs: "Head, Shoulders, Knees and Toes"
"Where is Thumpkin?"
"Run Along Home" (see appendix)

METHOD: Repetition of lesson I, including reference to parts on the animal's body. (**NOTE**: This lesson can be repeated using different animals familiar to the children.)

---

[1] Reproduced by permission of the author

NOTE TO TEACHER: "Where is Thumpkin?" should be sung with gesture by the teacher. Even though the children may have some difficulty following at first, the activity will prove to be enjoyable.

LESSON III

PURPOSE: A development of the relationship between the flannel facial features and the children's own facial features. Review lesson one.

MATERIALS: Flannel board and facial features. A hand mirror (More than one hand mirror can be used if there is an additional helper for the therapist, or teacher.)

MUSIC: "Good morning to you"
"I've two little eyes"

METHOD: Lesson I may be reviewed before beginning Lesson III. Each child is encouraged to look at his image in the hand mirror and identify parts of the face related to the flannel figure.
During the course of the lesson each child will hear his name called during the singing of the songs: "Good morning to you." This may be accomplished at the beginning of the lesson while the children are in a circle, or during the time they view themselves in the mirror.

LESSON IV

PURPOSE: An introduction of the body extremities. During this lesson no reference will be made to the facial features unless a discussion is initiated by a member of the group.

MATERIALS: A flannel figure consisting of five separate parts – hands, head, and legs with the feet attached.

MUSIC: "Head, Shoulders, Knees, and Toes"
"Eyes, Nose, Mouth and Ears" (Adaptation, see appendix)
"Run Along Home"

METHOD: This lesson is introduced with the activity song, "Head, Shoulders, Knees, and Toes." Expressive gesture is used while singing to stress the different parts of the body. After the children are seated on the floor, the therapist/teacher may use the flannel figure and have individual children demonstrate compiling the figure parts and relating them to his own body.

LESSON V

PURPOSE: An extension of the Purpose of Lesson III. This lesson will include the identification of facial features of strange pictures from magazines.

MATERIALS: Pictures of children cut from magazines. As an introduction, only the facial features should be included. At a later time, the full figure may be used.

MUSIC: "Good morning to you"
"I've two little eyes"

METHOD: After the "good morning song" is sung calling each child by name, the children may be seated on the floor while the therapist/teacher introduces magazine pictures (one for each child) and has a child identify parts of the face and relate this to his own face.

NOTE: The children should be allowed to keep their pictures. It would be possible for each child to mount his own picture from the magazine on a sheet of colored paper. The mounted pictures could be hung in the room – identification games for the color of the mounting paper or the individual owning a certain picture, could be played.

LESSON VI

PURPOSE: This lesson introduces the use of the tape recorder, keeping time by clapping to the music and finally moving to the music. The final stage will involve singing and making certain movements with the music.

MATERIALS: A tape should be made beforehand with no more than two simple dance routines. Example: "Looby Loo" or, "Brother Come and Dance with Me." An experiment indicated that the music is easier to follow if the tempo is slower than indicated on the original music. The activity part of the recording should be repeated. Experiment showed that when the activity section was repeated three times the group derived most benefit from the activity.

MUSIC: "Looby Loo"
"Brother, Come and Dance with Me"
Best results would be expected by using one song at a session. They could be combined at a later time when both became familiar.

METHOD: This lesson should begin by listening to the music, then clapping in time to the music. It is best for the children to sit on the floor in the area where they are to move about later.
After the children have clapped to the music, they can stand up and hold hands moving in a circle in time with the music. When the activity section begins, the group can stand still and go through the movements.

NOTE: This type activity is a good one for rainy day recesses.

LESSON VII

PURPOSE: This lesson aided in the self-concept in movement by having the children view themselves in front of a full length mirror.

MATERIALS: A full length mirror. It would be best to have one brought into the school room and a shatter-proof mirror would be ideal.

MUSIC: "I've Two Little Eyes"
"Head, Shoulders, Knees and Toes"

METHOD: Each child had the opportunity to view himself in the mirror while making the movements described in the songs. The other children observed while each individual child took his place in front of the mirror.

NOTE: If the full-length mirror is available in the room for each session, it would prove useful for a section of time during the lesson. If the use of the mirror is not controlled by the teacher/therapist it could prove to be very distracting.

LESSON VIII

PURPOSE: Sensory stimulation – tasting, hearing, seeing and smelling. The order of presentation may be altered. In follow-up lessons alteration of stimulation is recommended.

TASTING: Salt and sugar: Each child received a few grains of salt and sugar (cube) in his hand to taste.

HEARING: Bell for loud sound.
Watch for soft sound.
The children listened to the sounds while observing and again when the objects of sound were out of sight.

SEEING: Flashlight – the light was directed to the ceiling where it could be easily seen by the group. Each child took his turn making the light move about on the ceiling.

SMELLING: Flower
Perfume on the wrist or hand. (A solid form of perfume was used.)

ULTIMATE GOAL: Identification of the part of the face that helps to identify the stimulus. The stimuli were then presented in a random order.

LESSON IX

PURPOSE: **"WHOLENESS OF SELF"** One of two lessons presented to aid the child in perceiving himself as a compilation of parts into a whole.
An extension of this lesson was utilized in "sex-roles" identification.

An individual colored instant picture was taken of each child. After the picture was taken the result was discussed with the youngster to insure comprehension.

EXTENSION: The pictures were mounted on a colored background. The boys pictures were mounted together on a blue background; the girls pictures on a red background.

LESSON X

PURPOSE: **"WHOLENESS OF SELF"** Second of two lessons.

DRAWING: Each child was drawn around while he was lying on a large sheet of white paper. When the outline was completed, the youngster was encouraged and aided in coloring the copy to match his own clothing.

COMMENTS: A good response was achieved from most of the children in coloring.
Assistance had to be given for the features in order to insure identification on the follow-up activity. (See Lesson XI)
Coloring of the clothing was easier to achieve.

LESSON XI

PURPOSE: Culmination of therapy:

A summary of the material was presented in sequences for reviewing by the children. At this time a record of the unit was made on film.
The children identified their own picture and "outlined image" which had been hung in the foyer of the school.

Before taking his "outlined image" home, the whole group participated in assembly for the entire school, and each showed his own picture.

REFERENCES

BARSCH, Ray H. "Teacher Needs – Motor Training" in *The Teacher of Brain Injured Children,* William M. Cruickshank (ed.) Syracuse, New York: Syracuse University Press, 1966, 183-195

BLACK, Martha E. *Speech Correction in the Schools* Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1964

EVANS, Ruth "Rhythmic Activity in Childhood Education" *Education,* 1954. *75.* 88-91

FARRADANCE, J. "Relational Indexing and Classification in the Light of Recent Experimental Work in Psychology" *Information Storage and Retrieval.* Vol. I, 1963, 3-11

FROSTIG, Marianne and Horne, David *The Frostig Program for the Development of Visual Perception.* Chicago, Illinois: Follett Publishing Co., 1964

KEPHART, Newell C. "The Need of Teachers for Specialized Information on Perception" *The Teacher of Brain Injured Children,* William M. Cruickshank (ed.), Syracuse, New York: Syracuse University, 1966, 171-180

LATHOM, Wanda "The Effect of Certain Action Songs on Body Concept" *Music Therapy,* 1962, 115-122

LUDWIG, Alice J. "The Role of Varied Therapies in the Rehabilitation of the Retarded Child" *Amer. J. Ment. Defic., 61,* 1957, 510-11

MURPHY, Mary Martha "Rhythmical Responses of Low Grade and Middle Grade Mental Defectives to Music Therapy" *J. Clinical Psychol., 13,* 1957, 361-4

O'CONNOR, N. and Hermelin, Beate *Speech and Thought in Severe Subnormality* New York, New York: A Pergamon Press Book, The Macmillan Co., 1963

PIAGET, Inzuk, G. H. "Perceptual Processes in Normal Development, Brain-Injury, and Mental Retardation" *Amer. J. Ment. Defic.,* 1958, *63,* 256-259

STANLEY, Julian C. and Campbell, Donald T. "Experimental and Quasi-Experimental Designs for Research on Teaching" *Handbook of Research on Teaching* N. L. Gage, Editor Chicago, Illinois: Rand McNally and Co., 1963

APPENDIX

DANCE WITH ME by Humperdinck

Brother, come and dance with me.
Both my hands I give to thee.
One, two three, dance with me,
Round about so merrily.
Let your foot go tap, tap, tap
And your hands go clap, clap, clap,
One, two, three, dance with me,
Round and round so merrily.

Pace, Robert *Piano For Classroom Music,*
Prentice-Hall, Inc., 1956, p. 114

****

Good morning to you
Good morning to you
We're all in our places
with such happy faces
So teach us a way
to start a new day.

Good morning to_____ (each child's name)

****

Head, shoulders, knees and toes
Head, shoulders, knees and toes
Head, shoulders, knees and toes
and then we stand right up.

Head, shoulders, knees and toes
Head, shoulders, knees and toes
Head, shoulders, knees and toes
and then we sit back down. (Used with actions)

****

I have five fingers on each hand
Ten toes on both my feet
Two ears, two eyes, one nose,
One mouth with which to gently speak.

Eyes, nose, mouth and ears
Eyes, nose, mouth and ears
Eyes, nose, mouth and ears
and then we stand right up.

Eyes, nose, mouth and ears
Eyes, nose, mouth and ears
Eyes, nose, mouth and ears
and then we sit back down.

****

I have something in my pocket that belongs across my face
I keep it very close to me in a very special place
I know you'd never guess it if you guessed a long, long while
So I'll take it out and put it on . . . . it's a great, big happy
Smile!

****

LOOBY LOO

Here we go looby loo, here we go looby light.
Here we go looby loo all on a Saturday night.
I put my right hand in, I take my right hand out,
I give my hand a shake, shake, shake,
And turn myself about.
(left foot, right foot, head, whole self)

Pace, Robert *Piano for Classroom Music*
Prentice-Hall Inc. 1956, p. 31

****

Run along home and jump into bed
Say your prayers and cover your head
The very same thing I say unto you
You dream of me and I'll dream of you. (Used with gestures)

****

Two little eyes to look around
Two little ears to hear you call
Two little feet to walk around
Hand to hold for one and all.

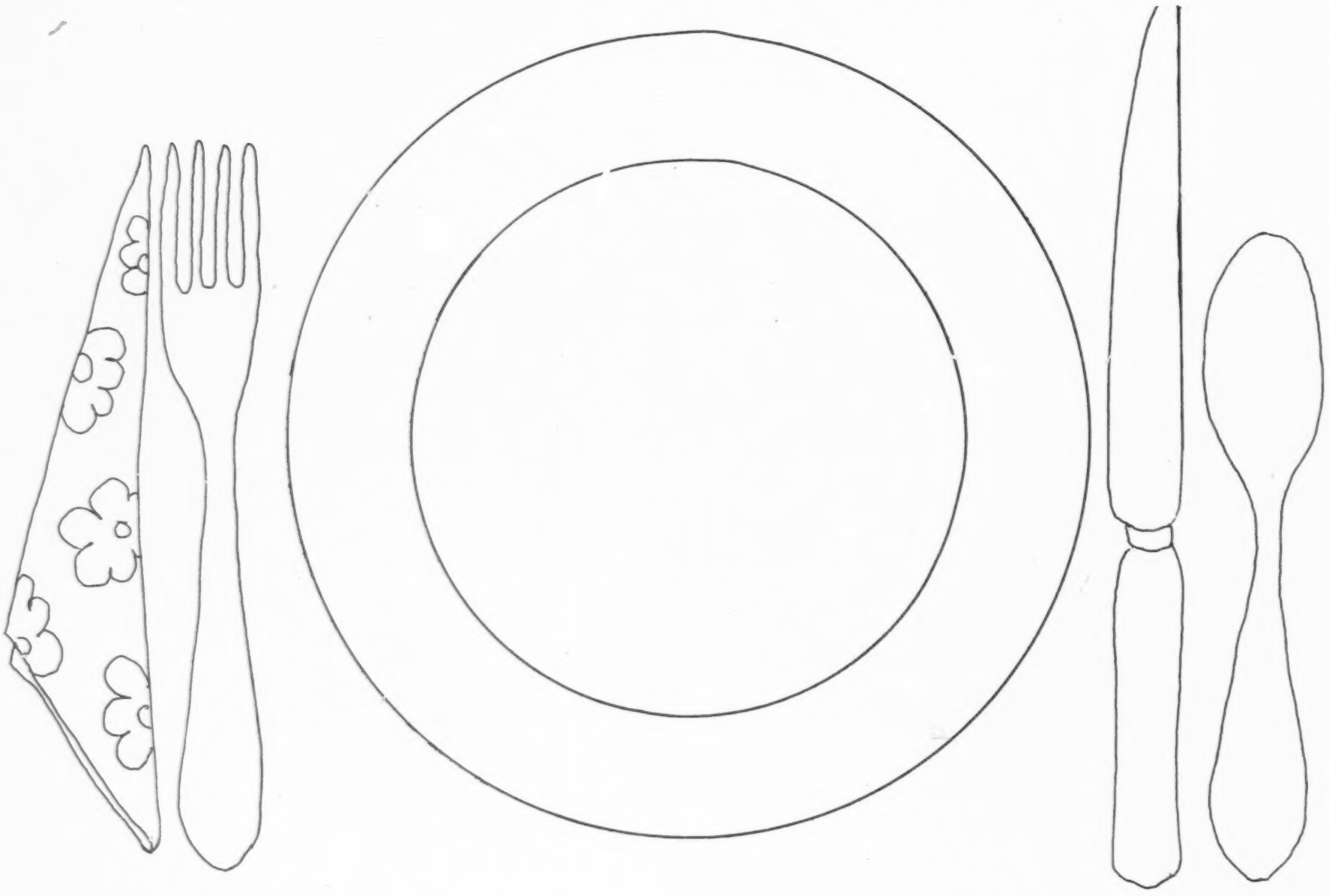
My hands can clap
My feet can tap
My eyes can brightly shine.
My ears can hear
My nose can smell
My mouth can speak a rhyme.

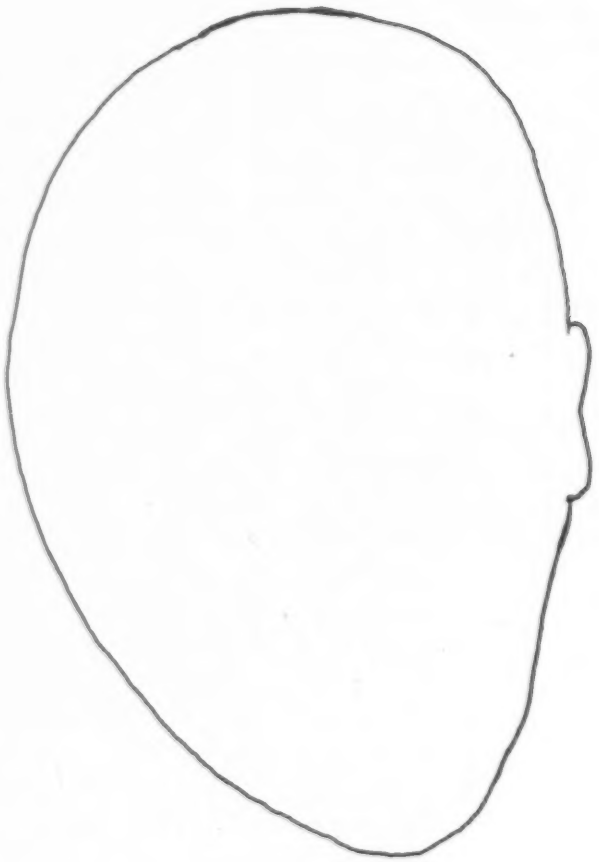
My eyes can see
My mouth can talk
My ears can hear
My feet can walk

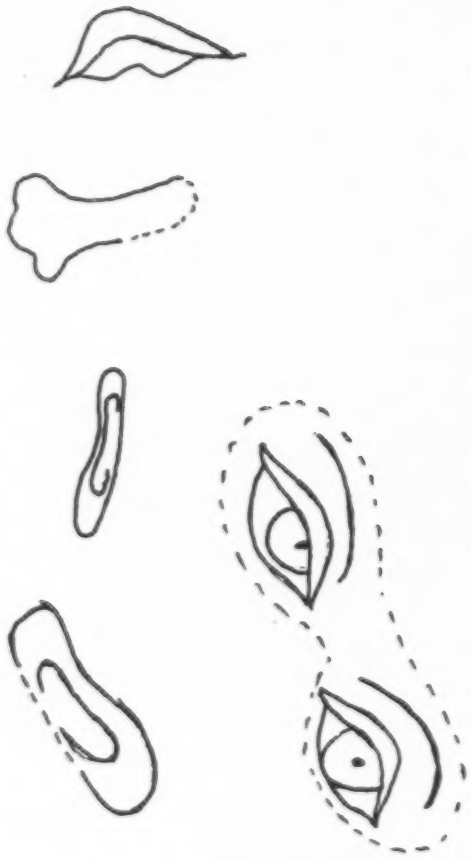
My nose can smell
My teeth can bite
My lids can flutter
My hand can write.

But when the sandman comes at night
Scatters sand, turn out the light
I'll say goodnight to you and you
Each part of me says good night too.

Finger Play Poems and Stories, Helen Fletcher
The Educational Publishing Corporation, Darien, Conn.







SUGGESTED PRIMARY DAILY SCHEDULE

(C. A. 5.0-8.11 M. A. 2.0-3.11)

8:30 – 9:00	Teacher Preparation
9:00 – 9:10	Free play period. Children have probably been riding on bus for some time. Teacher confers with bus driver, checks attendance, lunch money, etc.
9:10 – 9:25	Opening Exercises (Communication Skills) 1. Pledge of Allegiance 2. Show and Tell for speech encouragement 3. Personal grooming 4. Attendance charts
9:25 – 9:55	Functional Academics 1. Oral vocabulary identification 2. Calendar and weather 3. Name games 4. Number games 5. Color games 6. Parts of body games 7. Association games 8. Sequential games 9. Matching games
9:55 – 10:00	Have a short milk or juice break
10:00 – 10:30	Get ready for recess Go to restroom Outdoor recess for free play on warm days Indoor recess for sharing and playing with toys on cold days
10:30 – 10:45	Following Directions (Economic Usefulness) 1. Coloring 2. Cutting and pasting 3. Coordination games
10:45 – 11:00	Speech exercises (Communication) 1. Flannel board stories 2. Fingerplays 3. Speech games
11:00 – 11:15	Singing
11:15 – 11:20	Get room ready for lunch
11:20 – 11:30	Restroom, wash hands and get ready to go to school cafeteria
11:30 – 12:00	Supervised lunch with teacher or aide teaching good eating habits
12:00 – 1:00	Rest Period (Self Help Skills) 1. Dress and undress 2. Quiet time for music (sleep) 3. Quiet time for story (when all are awake)

1:00 –	1:30	Arts and Crafts
1:30 –	1:45	Perceptual Motor Skills 1. Exercises 2. Supervised play 3. Rhythm band 4. Dance activities
1:45 –	2:00	Restroom and recess 1. Outdoor play 2. Supervised play in the room
2:00 –	2:15	Movie or filmstrip Story reading Story telling
2:15 –	2:30	Get ready to go home. When room is in order, let a child select a simple game to play.
2:30 –		Go home – students walk out to bus or parent's car.

NOTE: Some integrated play at recess will be possible. However, most of these children will still need a rest period at noon and sleep will probably be more practical than integrated play at that time.

SUGGESTED INTERMEDIATE SCHEDULE

(C. A. 9.0-12.11 M. A. through 5.11)

8:30 – 9:00	Teacher Preparation
9:00 – 9:05	Put away wraps while teacher checks lunch money Greet friends Get supplies and place under desk
9:05 – 9:30	Opening Exercises 1. Pledge of Allegiance 2. Show and Tell 3. Calendar and Weather 4. Roll call and attendance chart
9:30 – 9:45	Self Help Skills 1. Health Inspection 2. Grooming Period, may be needed before Health Inspection 3. Practice Self Help Skills
9:45 – 10:00	Communication Skills 1. Speech games 2. Fingerplays 3. Story telling and role playing by students 4. Oral vocabulary identification
10:00 – 10:30	Restroom and recess Supervised restroom or upper grade monitor Integrated play during outdoor recess Toy sharing during indoor recess
10:30 – 11:00	Functional Academics 1. Color games 2. Shapes games 3. Number games 4. Association games 5. Sequential games (auditory, visual) 6. Penmanship (only writing needed for more independent living) 7. Sensory games 8. Social Studies activities 9. Oral vocabulary indentification
11:00 – 11:20	Social Skills 1. Group games 2. Role playing
11:20 – 11:40	Music and Rhythms 1. Singing with or without record player 2. Action songs 3. Rhythm Band

11:40 – 11:50	Get ready for lunch 1. Put away supplies 2. Go to restroom for wash up 3. Put on wraps and walk to cafeteria
11:50 – 12:20	Supervised lunch in cafeteria
12:20 – 12:45	Integrated play on school grounds
12:45 – 1:15	Quiet Time – rest on floor mats 1. Soft music students enjoy 2. Stories students enjoy
1:15 – 1:30	Occupational Skills 1. Following directions 2. Coloring games 3. Cutting and pasting
1:30 – 1:45	Perceptual Motor Skills 1. Supervised Indoor activities 2. Supervised Outdoor activities
1:45 – 2:00	Restroom and recess Supervised restroom or upper grade monitor Integrated play on schoolground
2:00 – 2:25	Leisure Skills 1. Art activities 2. Dancing 3. Singing 4. Games suggested by students
2:25 – 2:30	Get ready to go home 1. Put room in order 2. Put on wraps 3. Walk to bus or parent's car

SUGGESTED PRE-VOCATIONAL SCHEDULES

(C. A. 13.0-16.11 M. A. through 6.11)

8:30 – 9:00	Teacher Preparation
9:00 – 9:05	Put away wraps Sign in on attendance chart
9:05 – 9:25	Opening Exercises 1. Pledge of Allegiance 2. Sharing Time 3. Check job chart for room job 4. Perform room duties of day
9:25 – 9:55	Grooming and Self Help Skills (opportunity for all students to clean up if needed, girls press dresses, boys clean shoes, etc.) 1. Health Inspection – check health chart 2. Care of hair, nails, body as needed
9:55 – 10:25	Functional Reading and Vocabulary Development 1. Protective vocabulary games 2. Workshop vocabulary games 3. Work objects and materials identification (by oral name only in many instances)
10:25 – 10:50	Number Games 1. Store with empty food cartons and real money 2. Other money games 3. Counting games 4. Time
10:50 – 11:05	Restroom and Break (Some students may still need frequent restroom privileges)
11:05 – 11:25	Communication Skills 1. Speech exercises 2. Story Telling by students 3. Role playing 4. Speech games
11:25 – 11:55	Social Skills and Citizenship 1. Acceptable behavior in cafeteria 2. Acceptable behavior in public 3. Student's responsibility to home, school and community 4. Role Playing
11:55 – 12:00	Grooming for lunch
12:00 – 12:30	Lunch in school cafeteria with some supervision
12:30 – 1:00	Quiet Time 1. Music for listening 2. Stories students enjoy 3. Rest for those who need it
1:00 – 1:30	Work Skills 1. Direction Activities 2. Mock workshop activities

3. Any other activities or areas which you need in your program, but have not scheduled

1:30 – 2:10 Perceptual Motor Skills

1. Physical Education activities
2. Action games and exercises to music

OR

Leisure time skills

1. Art activities
2. Singing
3. Organized rhythm and dance

2:10 – 2:30 Closing exercises

1. Clean up
2. Put away days activities
3. Discuss hours worked
4. Sign out
5. Get wraps

PARENT COMMUNICATION

Desired Learnings Letter

Dear Parents:

As you know, the TMH program in the public schools has as one of its aims the development of self help skills. It is hoped that these skills will make your child a more independent and useful member of the family. There are many ways for you to help your child at home with the skills that he will be learning at school. At various times throughout the school year, I will be sending home lists of desired learnings with suggestions for home participation. Any help you can give your child with these skills will be appreciated.

If you have any suggestions or questions about the program, please call the school for an appointment so that you can observe your child in his regular school routine.

Sincerely yours,

(teacher)

Desired Learnings	Suggested Home Activities
Eating	
Use a spoon with a minimum of spilling.	Give many opportunities to use spoon; be sure child is seated at proper distance from table and plate. Help child use spoon instead of fingers. Cut food small enough so spoon may be used easily.
Bring food to mouth rather than lowering mouth to tray.	Be sure child is at proper distance from table. Give practice in holding head up whil eating; observe brothers and sisters as examples.
Use napkin with help.	Frequent reminders to child to use napkin; help child by having him look in mirror to see what napkin does; see how much nicer he looks.
Identify foods by pointing or saying.	Identify food by name for child; model words for him frequently. Have child identify food at first by pointing then by saying.

This sort of letter should be rewritten for use at other age levels.
It can be translated into Spanish when appropriate.

GUIDELINE FOR SCHOOL AIDES

(Approved by the State Board of Education, June, 1967)

I. Definition:

1. The term School Aides shall include all aides, nurses aides, teacher aides, library aides, clerical aides, etc., regularly employed on a full- or part-time basis.

2. The School Aide is a school employee who is qualified by education, experience and character to relieve one or more teachers of time-consuming, non-instructional tasks so that teachers may devote more time to instruction.

3. In no case are these employees to be given teaching responsibilities while working as school aides.

II. Qualifications:

1. High School Diploma or equivalent as determined by such tests as the G. E. D.
2. Health certificate.
3. Knowledge of duties to which assigned.
4. Good command of the English language.
5. Attendance at School Aide workshop.
6. Demonstration of highest ethical and moral standards.
7. School Aide Permit issued by Division of Certification, State Department of Education.

III. Duties:

Those task defined as labors not requiring instructional and/or professional decisions.

IV. Guidelines for School Aide Training Sessions:

1. Things that should be covered:
   A. Instruction in safety needs
   B. Duties to be performed.
   C. Ethical responsibilities.
   D. Business management.

V. Recommendations:

1. These should be an evaluation of the School Aide program during the school year.
2. District workshops for School Aides should be considered.
3. College workshops should be utilized whenever possible.
4. Consideration should be given to employment of some male aides within elementary schools.
5. The major portion of an aide's training should take the form of on-the-job training.
6. In-service education programs, including opportunities for Aides to get together and exchange ideas, should be promoted.
7. The aides, classroom teachers, principals, and superintendents should be involved in the orientation sessions.

MATERIALS AND EQUIPMENT NEEDED IN THE TMH SPECIAL EDUCATION CLASSROOM

GENERAL

1. Aquarium and terrarium
2. Book shelves
3. Bulletin boards
4. Calendar
5. Chalkboard
6. Chart stand
7. Closed shelves and cabinets
8. Cots (preferably aluminum) for rest periods, or mats
9. Extra light-weight chairs
10. File cabinets
11. Full length mirror
12. Flannel board
13. Portable tables
    a. Round tables
    b. Long work tables
14. Pencil sharpener
15. Pupil desks and chairs
16. Rhythm band instruments
17. Sand table
18. Teacher's desk and chair
19. Typewriter (regular and primary type)
20. Wastebasket
21. Many concrete objects (as beads, magazines, blocks, etc.) to count and talk about

HOUSEKEEPING SUPPLIES AND EQUIPMENT

a. Broom
b. Mop
c. Dustpan
d. Cleanser and detergent
e. Bucket
f. Vacuum cleaner (if necessary)
g. Towels (assorted) and paper towels
h. Towel rack
i. Iron and ironing board
j. Beds
k. Bed linen
l. Blanket
m. Pillow

KITCHEN

a. Cooking utensils
b. Shelves

c. Dining equipment – table setting equipment
d. Stove
e. Refrigerator
f. Table
g. Sink with hot and cold water
h. Cabinets
i. Washer and dryer
j. Can opener
k. For Primary class:
   Doll house and furniture
   Dolls
   Play furniture as refrigerator, stove, cabinets, utensils, iron, ironing board, etc.
   Dress-up clothes

SEWING

a. Sewing machine
b. Fabric for sewing
c. Tape measure
d. Thread, thimble and scissors
e. Needles
f. Buttons, snaps, and hooks

KNITTING

a. Knitting needles, assorted
b. Yarns
c. Crochet hook
d. Knitting instruction book
e. Needles for sewing knitted parts
f. Knitting catalogs

FOR HEALTH AND GROOMING

a. Individual grooming boxes
b. Comb and brush
c. Small mirror
d. Toothbrush and toothpaste
e. Face cloth
f. Hand soap
g. Shampoo
h. Facial tissue
i. Toilet paper
j. Towels
k. Shoe shine kits
l. Scale
m. Blanket and cots or rest mats especially for younger students
n. First Aid Kit
o. Napkins

AUDIO-VISUAL EQUIPMENT

a. Record player and records appropriate to students
(Catalog of *Bowmar Records* available from Practical 7 Drawing Co., 2205 Cockrell, Dallas, Texas; Mays Music Co., Albuquerque, New Mexico or Bowmar Records, Inc. – 622 Rodier Drive, Glendale, California 91201)
b. Film strip projector, 16mm sound projector or easy access to one
c. Overhead projector
d. Opaque projector
e. Tape recorder and head phones
f. Radio
g. Television
h. Piano – if the teacher plays, other musical instrument, autoharp, xylophone
i. Individual filmstrip viewers
j. Language Master – Bell and Howell

ART SUPPLIES

a. Crayons
b. Water colors
c. Finger paints
d. Colored pencils
e. Colored chalk
f. Poster paint
g. Dry tempera paint
h. Brushes – various sizes and types
i. Small jars of paint
j. Various types of art paper (manila, large wrapping paper, newspapers, newsprint, construction paper, etc.)
k. Easel
l. Clay and clay equipment
m. Charcoal
n. Paste
o. Scissors
p. Oilcloth
q. String and yarn
r. Tape
s. Pipe cleaners
t. Magazines

FOR PHYSICAL EDUCATION, COORDINATION GAMES AND PLAYTIME ACTIVITIES

Outdoor equipment as:
swings, slides, jungle gym, ladders, pipes to crawl through, locomotion toys as wagons, tricycles, scooters, old tires; balls and bats

a. Jump ropes (various lengths)
b. Balls (rubber, softballs, large push balls) and bean bags
c. Balance boards and balance beams
d. Ladders
e. Tires
f. Toy cars, trucks
g. Blocks, large and small, wood and cardboard
h. Form boards and pattern boards

i. Peg boards and pegs
j. Beads (spheres, cubes, cyclinders, etc. with long laces)
k. Tumbling mats and trampolines

FOR GAMES AND PLAY TIME ACTIVITIES

a. Puzzles
b. Puppets and small toys as animals, people, etc.
c. Tinker toys and other "building type" toys
d. Play village, animals, and people
e. Table games as Bingo, Dominoes (both large and small type)
f. Play telephone

TEACHING AIDS

a. Clocks – real clock – teaching clock as put out by Judy Company play clocks for children as well as old clocks that can be taken apart for inspection of parts
b. Picture books
c. Simple story books
d. Family figures
e. Figures for community helpers
f. Money games
g. Play store
h. Plastic or wooden animals and people

COMMERCIAL TYPE AIDS

1. Traffic safety signs
2. Peabody Language Development Kit – Level P and I
3. Perceptual Development Cards as put out by Ideal
4. Pegboards of various sizes with pegs
5. Ideal Portable Study Carrels
6. Counting frames
7. Workbooks: Safety for Me ($1.00) by Mary Baird and Norman Levine.
   Stanwix House (for teaching safety words as *fire* and *danger* to TMH)
8. Lacing shoe
9. Button and zipper frame
10. The Developmental Program in Visual Perception by Marianne Frostig and David Horne
11. Teaching Resources material as:
    a. Eye-Hand Coordination Exercises
    b. Directional-Spatial Pattern Board Exercises
    c. Sequential Perceptual Motor Exercises

12. Perceptual Development Materials from Developmental Learning Materials
13. Preprinted Masters for Liquid Duplicators as from Continental Press
    a. Visual Readiness Skills
    b. Seeing Likenesses and Differences
    c. Visual Discrimination
    d. Visual-Motor Skills
14. If money is used, be sure it is real money.

FOR VOCATIONAL PREPARATION

a. Gardening – Simple gardening tools rake, shovel, hoe, flower pots, water hose.
b. Woodworking – hammer, pliers, file, hinges, work bench with vises, plane, clamps, rulers, yardstick, screw driver, assorted sand paper, screws and nails
   Saws – various types as coping, jigsaw, all purpose saw
   Brace and bit, bits of various sizes
   Tin snips
   Hand drills, power drills
   Paint, varnish, lacquer, shellac
   Different types of lumber
   Masking tape
   Brushes
   Glue
   Twine

SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTERS IN NEW MEXICO

West Las Vegas Special Education Instructional Materials Satellite Center
West Las Vegas Schools
Post Office Drawer J
Las Vegas, New Mexico 87701

Eastern Affiliated Special Education Training and Materials Center
Eastern New Mexico University
Portales, New Mexico 88130

Special Education Materials Center
Santa Barbara Annex, Albuquerque Public Schools
1420 Edith N. E.
Albuquerque, New Mexico 87107

Las Cruces Special Education Instructional Materials Satellite Center
Las Cruces Public Schools
301 West Amador
Las Cruces, New Mexico 88001

Consult materials center personnel in your area concerning loans of materials, program development, and evaluation of materials.

ANNOTATED BIBLIOGRAPHY FOR PROFESSIONAL LIBRARY

Baumgartner, Bernice *Helping the Trainable Mentally Retarded Child.*
New York, New York: Bureau of Publications, Columbia University, Teacher's College, 1960
This book will help the teacher assess her pupil's ability, schedule and evaluate the program.

Began, Frank A. *A Motor Perceptual Developmental Handbook of Activities for School and Parents.*
La Porte, Texas: Perception Developmental Research Associates, 1966
Good perceptual motor activities for teacher to use and suggest for additional practice at home.

Black, Dolores and Matter, Bonnie *Show Me.* (film and booklet)
Bowling Green, Ohio: Bowling Green State University, n.d.
Excellent to show parents and other groups that TMH can participate in many activities. Explanatory booklet.

Carlson, Bernice Wells and Gingland, David R. *Play Activities for the Retarded Child.*
Nashville, Tennessee: Abingdon Press, 1961
A very good book for inexperienced teachers to use as a guide for play and recreational activities.

Conner, Frances P. *An Experimental Curriculum for Young Mentally Retarded Children.*
New York, New York: Teachers College, Columbia University, 1964
A description of the experimental curriculum for young mentally retarded children at Teachers College.

Cratty, Bryant J. *Developmental Sequences of Perceptual Motor Tasks.*
New York, New York: Educational Activities, Inc., 1967
This book presents appropriate movement activities which are designed not only for physical fitness but to assist in the learning processes of children with intellectual deficits.

——— *Movement, Perception and Thought.*
Palo Alto, California: Peek Publication, 1969
Another good book to use in development of movement.

Dunn, Lloyd M. and others *Exceptional Children in Schools.*
New York, New York: Holt, Rinehart and Winston, 1963
An excellent book containing articles by some of the leaders in the field of exceptional children.

Frances, Robert J. and Rarrick, G. L. *Motor Characteristics of the Mentally Retarded.*
Washington, D. C.: U. S. Department of Health, Education and Welfare, 1960
This pamphlet is especially good for those teachers who have not taken courses dealing with motor development of the TMH.

Frankel, Max G.; Happ, F. William, and Smith, Maurice P. *Functional Teaching of the Mentally Retarded.*
Charles C. Thomas, Publisher: Springfield, Illinois, 1969
This book describes how to make the teaching aids shown in the series of films, *Aids for Teaching the Mentally Retarded.* It also describes the functional teaching program for the TMH at Laradon Hall School for Exceptional Children.

Frostig, Marianne and Horne, David *The Frostig Program for the Development of Visual Perception.*
Chicago, Illinois: The Follett Publishing Co., 1964
Not the answer to all problems, but a program all teachers should be aware of and learn to use.

Gingland, David R. and Stiles, Winifred E. *Music Activities for Retarded Children.*
Nashville, Tennessee: Abingdon Press, 1965
This book has songs that TMH children will enjoy which are sung to the tunes of old favorites they already know.

Gitter, Lena A. *The Montessori Approach to Special Education.*
Johnstown, Pennsylvania: Mafex Associates, 1969
Preparing classroom environments for self-teaching.

Hudson, Margaret *Procedures for Teaching Trainable Children.*
Washington, D. C.: Council for Exceptional Children, NEA (CEC Research Monograph Series A, No. 2), 1963
This monograph presents different procedures for teaching TMH children.

Itard, Jean-Marco Gaspard *The Wild Boy of Averyon.*
New York, New York: Appleton-Century-Crofts, 1962
All teachers of TMH children should read this book. It gives an account of the first recorded procedure used in trying to educate a severely retarded boy.

Kephart, Newell C. *The Slow Learner in the Classroom.*
Columbus, Ohio: Charles E. Merrill Books Inc., 1960
This book has two chapters which deal with motor training and specific sensory motor activities. Both will be helpful to teachers of the TMH children.

Levinson, Abraham *The Mentally Retarded Child: A Guide for Parents.*
New York, New York: The John Day Company, 1965
This revised book will be helpful to teachers in assisting parents with their problems.

Loewendahl, Evelyn *Exercises for the Mentally Retarded.*
Swarthmore, Pennsylvania: A. C. Crafts, Inc., 1967
These exercises may be helpful for the more able TMH youngsters.

Mager, Robert F. *Preparing Instructional Objectives.*
Palo Alto, California: Fearon Publishers, 1962

Mental Retardation, Appraisal, Education, Rehabilitation. Edited by Alfred A. Baumeister
Chicago, Illinois: Aldine Publishing Company, 1967
This excellent book is a collection of current thinking of specialists in the areas of Special Education, Medicine, Psychology, and Speech and Hearing. It was written to give students and workers research findings and treatment for the TMH.

Molloy, Julia S. *Teaching the Retarded Child to Talk: A Guide for Parents and Teachers.*
New York, New York: The John Day Company, 1961
This book was written for parents and teachers who are trying to develop speech of very young retarded children. It offers helpful suggestions for developing speech in TMH youngsters.

———— *Trainable Children – Curriculum and Procedures*
New York, New York: The John Day Company, 1963
This manual describes the curriculum of Orchard School for Retarded Children in Skokie, Illinois.

Nelson, Leslie W. *Instructional – Aids.*
Dubuque, Iowa: William C. Brown Publishers
Many teachers have found helpful information in this book.

Perry, Natalie *Teaching the Mentally Retarded Child.*
New York, New York: Columbia University, 1969
This book is one of the most useful in organizing your curriculum for the TMH. It also contains helpful information for home, school, community relationships.

Robins, Ferris and Robins, Jennet *Educational Rhythmics for Handicapped Children.*
New York, New York: Horizon Press, 1965
This book contains movement exploration activities progressing from simple to difficult. These ideas were developed by a Swiss group to use with retarded.

Robinson, Holbert and Robinson, Nancy M. *The Mentally Retarded Child.*
New York, New York: McGraw-Hill Book Company, 1965
One of the most current books on mental retardation. A must for every professional library.

Rosenzweig, Louis E. and Long, Julia *Understanding and Teaching the Dependent Retarded Child.*
Darien, Conn.: Educational Publishing Corp., 1960
This book contains many activities which can be used with the TMH.

Rothstein, Jerome H. *Mental Retardation.*
New York, New York: Holt, Rinehart, and Winston
This book contains many articles defining mental retardation, its causes, and some curriculum ideas.

Vallett, Robert E. *Programming Learning Disabilities.*
Palo Alto, California: Fearon Publishers, 2165 Park Blvd. 94306
Many teachers find some helpful ideas for teaching TMH in this book.

Williams, Harold M. *Education of the Severely Retarded Child.*
Washington D. C.: U. S. Government Printing Office, U. S. Office of Education Printing Office, 1961
This book will be helpful in identifying the various characteristics of the TMH and discuss curriculum for them.

PERIODICALS

"Exceptional Children" (published monthly except June and August)
Council for Exceptional Children
Jefferson Plaza Suite 900
1499 Jefferson Davis Highway
Arlington, Virginia 22202

"Education and Training of the Mentally Retarded" (published 4 times yearly)
Division on Mental Retardation
The Council for Exceptional Children
Jefferson Plaza Suite 900
1499 Jefferson Davis Highway
Arlington, Virginia 22202

"Mental Retardation" (published bi-monthly)
American Association on Mental Deficiency
5201 Connecticut Avenue N. W.
Washington, D. C. 20015

"Teaching Exceptional Children" (published 4 times per year)
CEC ERIC Clearing House and IMC Network
Council for Exceptional Children
Jefferson Plaza Suite 900
1499 Jefferson Davis Highway
Arlington, Virginia 22202

"The Digest of Mentally Retarded" (3 issues per year and supplements)
107-20 125th Street
Richmond Hill, New York 11419